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ABSTRACT

This study was to evolve a new model for inservice training of teachers and administrators in rural and urban areas of California. Initially, 1,600 individuals were surveyed regarding their inservice activities. The data were then evaluated using "Filep's intersect theory of assessment" which employs an analysis of consensus as well as disagreement overlap. The model that emerged was constructed utilizing both the survey data and the assistance of a task force representing the 13 participating counties. The model involves establishing 1) a "people network" of individuals responsible for inservice programs at all levels; 2) a communication and utilization system to unite these individuals and a means for developing, conducting, and evaluating inservice programs; and 3) a basic plan or schedule that provides for inservice activities and their sequencing. Two versions of the model have been developed, the first including a school year plus a summer program and the second directed solely to the academic year. The report suggests methods by which local school districts can finance initial phases of the model, but shared resources at local, county, and state levels would be required for wide-scale, effective implementation. The model could enable research, development, application, and evaluation of new state curricula frameworks in any subject area to be undertaken rapidly. (Author/MBM)

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A Report Of A Survey Of Thirteen Counties In Northern California

Conducted for:
State of California,
Department of Education
Bureau of Elementary and
Secondary Education

Conducted by:
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ABSTRACT

The principal objective of this study was to evolve a new model for inservice training of teachers and administrators in a thirteen county area of California. Conducted under the auspices of the State of California Department of Education, the diverse locales for the study included both rural and urban settings.

Initially, sixteen hundred individuals, including teachers, administrators, and resource agency personnel, were surveyed regarding their inservice activities. The data were then evaluated using "Filep's intersect theory of assessment" which employs an analysis of consensus as well as disagreement overlap. The model that emerged was constructed utilizing both the survey data and the assistance of a Task Force representing the thirteen participating counties.

Several predominant themes emerged. Time is an important commodity for the educator, and if it is wasted in an inservice activity which is not relevant to the needs of the individual, personal involvement and overall attitude toward inservice programs suffer. Participation by educators in the planning of inservice activities and in their actual presentation, help the activity to gain a successful rating. Interestingly, the more worthwhile activities were usually longer lasting and cost the individual from $50 to $100 (generally a supplemental amount was also contributed by the school district or county). Having elementary and secondary students as participants also added to the success of an inservice effort. Dynamic, effective instructors were considered the most important single inservice ingredient.

The new inservice model involves establishing: 1) a "people network" of individuals responsible for inservice programs at all levels, 2) a communication and utilization system to unite these individuals, and a means for developing, conducting and evaluating inservice programs, and finally 3) a basic plan or schedule that provides for inservice activities and their sequencing. Two configurations of the model have been developed. The first centers on a time period that incorporates a typical school year plus a summer program. The second version provides a program directed solely to the academic year.

The report suggests methods whereby local school district ingenuity and resourcefulness can finance initial phases of the model. However, shared resources at the local, county and state levels would be required for widescale and effective implementation. The study reports that establishment of the model could provide a means whereby research, development, application, and evaluation of new state curricula frameworks in any subject area could be undertaken rapidly. The potential for interaction with any curriculum framework by professional personnel in every classroom is an inherent characteristic of the model.

Attention is also given to the need for a serious commitment to inservice training by everyone involved with public education if our schools are to be relevant, viable, self-renewing institutions.

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INTRODUCTION

If inservice training is to attain its objectives, continual planning and analysis of resources and alternatives is critical. Making a plan is only the beginning of problem solving, not the end, as is too often allowed to happen. The planning function becomes even more significant when a number of agencies of heterogeneous functions are involved in providing and improving inservice education. Without proper planning there is invariably an overlapping of activity, competition for limited resources, and the resulting lack of coordination necessary to achieve the common goal.

Purpose

In a project directed at achieving these goals, the Institute for Educational Development assisted the several agencies involved in this program of inservice training (IST) by focusing on critical aspects of this program and then evolved a model for inservice training as well as a plan for implementing two configurations of such a model.[1]

The IED team was concerned not merely with evolving an end product in the form of a fixed plan, but rather in identifying a process whereby the planning and review activity would be a continuing endeavor undertaken by all major groups involved in the inservice efforts. Changes in inservice training occurred by virtue of the project team's presence in the field: many districts and agencies began to examine and modify their practices and procedures.

The overall objective of this study was to assist the California State Education Department in improving the quality of inservice education and thereby to promote meaningful advances in elementary and secondary education. Considerable attention was given to the role of the Department in accomplishing this goal and to examining how more effective communication among interested organizations and agencies may be stimulated. More efficient means for developing programs and policies were identified and methods for integrating and interpreting both cognitive and affective data pertaining to inservice efforts were outlined. The agencies that were included in this investigation, in addition to the State Education Department, were: County Schools Offices, School Districts, Colleges and Universities, Extension Divisions of the Universities and Colleges, Professional Associations, Professional Subject Matter Groups, and other Agencies in the State that are applying resources toward providing better inservice teacher education.

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[1] Appreciation is extended to Maren Christensen Dalrymple and Ants A. Leps for their assistance during various phases of the project.

A number of variables were explored in developing the two plans. These included: how teachers perceive current programs, the objectives of existing programs as correlated with the changing role of the teacher, and the status and accord that inservice activities receive within the framework of current credential levels and salary scales. Attention was also focused on the role of the universities in providing pre-service, self-renewing training in undergraduate education curricula; the initiation of new programs by professional associations that aid in improving the quality of inservice training; and on the possible impact of instituting a continuing credentialing program.[2]

Specific Objectives

The principal objectives of the project included:

1. Visits to all the major agencies to interview personnel and collect data relating to the project.

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[2] This project has been in process since the Fall of 1968. Financial support for the project unfortunately was irregular and necessitated an extended timetable. This blessing in disguise has enabled the project staff to see some of the model's concepts become implemented.

2. Development of specifications for a model statewide inservice teacher education effort and the outline of required steps for implementing the project.

3. Provision of an analysis of the resources that are both currently available and programmed for the future, including personnel and facilities.

4. Examination of various roles that the State Education Department might play in such an effort.

5. Identification of innovative approaches that might be utilized in this area.

6. Development of a preliminary model for State Education Department review.

7. Examination of possible evaluation programs for assessing the effectiveness of inservice programs.

8. Definition of procedures for continuing planning feedback, and evaluation of the model as it relates to the goals of the State Education Department and the agencies committed to improving inservice education.

Strategy and Tactics

An analysis designed to determine who participates in inservice education was undertaken first. This aspect was advantageous to all at this early stage for it served to pinpoint who will be the directing party or parties, who will utilize the services and materials and how often this was accomplished. An initial analysis and synthesis of the stated and presumed objectives of inservice education agencies was undertaken as a corollary activity.

In matching resources to objectives, the available personnel, facilities, and equipment strengths were reviewed. An attempt was made to determine if certain training programs are more valid in rural than in urban areas, and vice versa. Another question that was examined was just how might the applicable personnel and other resources be coordinated among the agencies concerned with IST.

Following the collection, analysis, and synthesis of these varied data, a contextual chart to aid decision making was prepared for review by representatives of key organizations. The meeting to discuss the chart provided a forum for examining the implications of possible courses of action. The objective of this endeavor was to provide an initial opportunity for key personnel of the agencies to respond to and modify the synthesis provided by the project team. Since the IED team did not have a vested interest in any one approach to a problem, it could provide a full range of alternatives for review. The primary goal in evolving a workable model was to maximize all available resources in an attempt to reach some desired objectives at a high performance level.

The feedback obtained at all task force meetings was examined and integrated into a model, and a revised version of the preliminary model was circulated to relevant personnel for review. Depending upon the level of support, these procedures can be repeated on additional occasions in order to refine the model and evolve an implementation plan.

The products that have been provided during the course of the project included a report of the data collection activities, a preliminary model and material for a contextual chart, a revised model, and a final model with an implementation plan published at the end of the project.

Why Inservice Training?

In a world of constantly accelerating change, the role of the teacher is unique. In a sense, he is to be the leader of the change. Strictly speaking, this is true for the senior researcher at the university level who usually constitutes the furthest projected member of the forward guard of change and innovation.

Yet in a sense, the elementary school teacher serves the very same ends. The first grade teacher must lay the groundwork so that all future encounters with change can be meaningful. This remains the case just as clearly whether the students grow up as participants to the change, as watchers in the aisles, or even as vehement opposers to the change. They will not be able to act unless they have a basic understanding and appreciation of what is happening now and will happen soon,in addition to learning about the foundations of their entire civilization.

The fact that change in the Twentieth century is progressing exponentially is an accepted truism. To keep up -- only enough so just to keep from being confused -- requires constant relearning and expansion of one's understanding. If one is to teach others successfully one has to be doubly alert to staying ahead. It is meaningless to expect one's initial academic preparation to suffice for a lifetime -- and this is even true for one who concentrates most of one's attention on early English literature, not to mention the scientist. Things change, grow, or are proven wrong -- all things.

Thus, ongoing inservice training is imperative. True, all teachers and administrators could return to school every summer for a full schedule of course work. But few can afford this luxury, either from the point of view of the willingness, the time available, the financial burden, the societal pressures to do other things, or the simple neccessity to rest every now and then. The only answer on a wide scale is inservice teacher training--IST. This upgrading of the awareness must be an ongoing affair. As much a part of the teacher's life as supervising study periods or meeting parents.

Inservice training should not be construed to mean simply short courses on state educational policy, the use of cassette recorders in language labs, problems with amphetamine use by students, the ecological problems of the neighborhood, or new techniques in teaching non-euclidean mathematics. Inservice training includes becoming familiar with the work of one's fellow faculty members, working out new teaching techniques with one's very own students under the supervision of a specialist, and much else.

Inservice training can be defined as a planned activity, a series of experiences, courses, etcetera, designed to benefit the teacher or administrator in his daily educational responsibilities. This training can range from a late afternoon meeting or workshop, to a semester university course or institute and be presented in many ways via individuals or media.

Area III Demographic Information

Area III was an ideal location to conduct the study due to the diversity of urban and rural settings that exist in the area. The Sacramento metropolitan area is the seventh largest (in population) in the State of California; Sacramento County is the 64th largest in the nation. On the other end of the continuum is Alpine County which is 3,105th in rank in the nation with its county seat, Markleville, having a population of only 65 people. Population density (population per square mile) in Sacramento County in 1960 was 516 persons, while in Alpine, the density was one.

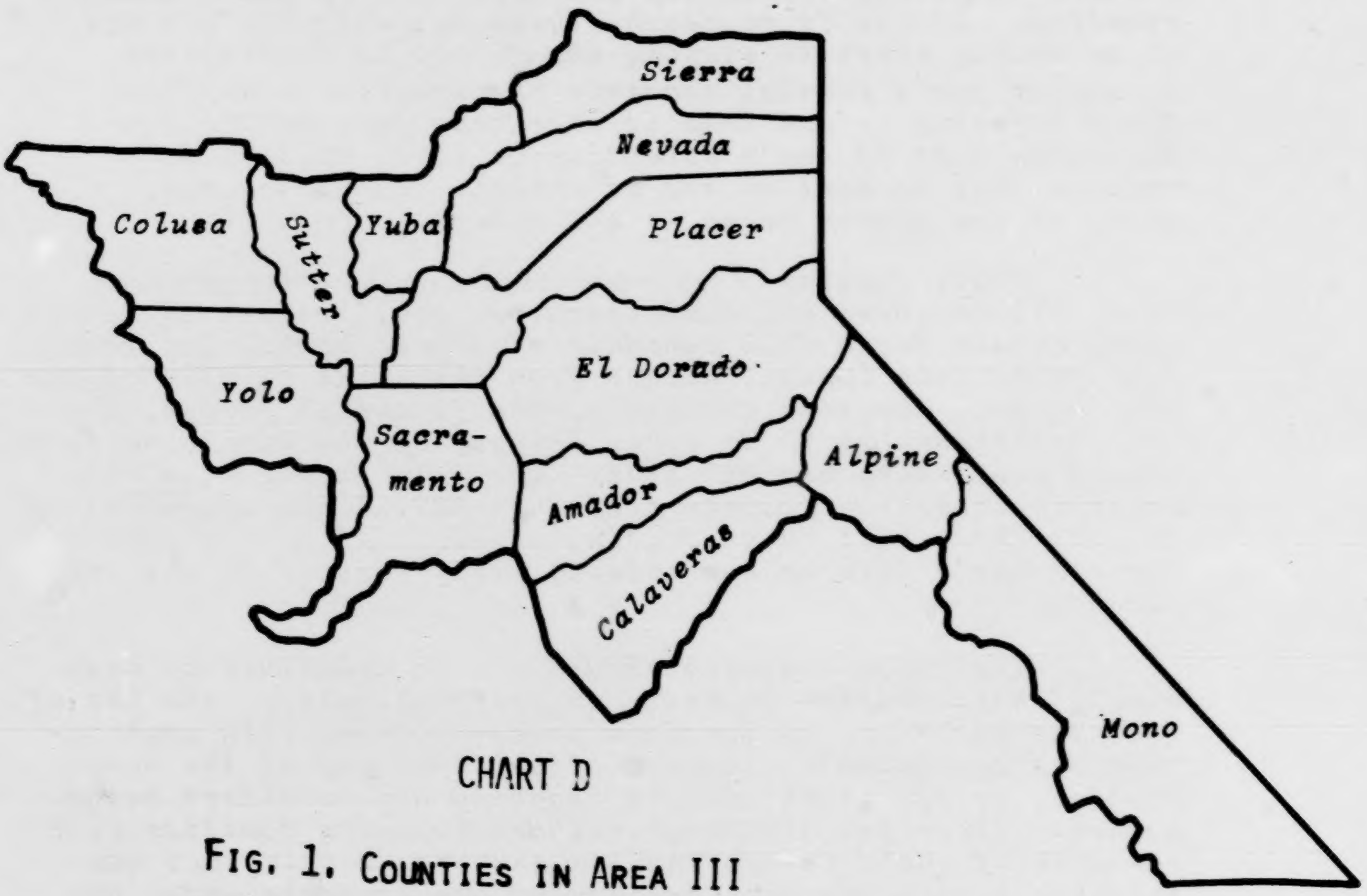
Sierra
Nevada
Colusa
Sutter
Yuba
Placer
El Dorado
Yolo
Sacra-
mento
Alpine
Amador
Calaveras
Mono

CHART D

FIG. 1. COUNTIES IN AREA III

Above is a graphic presentation of the relative size and location of the thirteen counties of Area III. Detailed demographic data is given in Table 1 on the following page.

TABLE 1

AREA III DEMOGRAPHIC DATA

	Teachers[1] 1969-70	Adminis-trators[1] 1969-70	Estimated Population[2] 1/1/70	U. S. Population rank[3] 1960	Area in square miles[3]	Population per sq. mi.[3] 1960	Percent urban[3,5] 1960	Ye co
ALPINE	7	1	400	3,105	723	1	-	
AMADOR	131	16	12,400	2,277	593	17	-	
CALAVERAS	127	19	13,700	2,243	1,032	10	-	
COLUSA	179	14	12,100	2,065	1,152	11	29.1	
EL DORADO	486	50	44,700	1,032	1,726	17	15.1	
MONO	56	11	4,500	3,042	3,027	1	-	
NEVADA	204	26	26,500	1,390	975	21	23.3	
PLACER	836	96	79,000	529	1,433	40	39.6	
SACRAMENTO	4,467	357	625,000	64	974	516	84.8	
SIERRA	39	8	2,500	3,041	957	2	-	
SUTTER	505	45	42,500	924	603	55	8.6	
YOLO	960	69	88,000	460	1,028	64	69.0	
YUBA	530	61	48,000	907	640	53	60.6	
TOTAL	8,527	773	999,300[8]	---	14,863[9]	---	---	

1

GRAPHIC DATA

ulation[3] sq. mi. 1960	Percent urban[3,5] 1960	Years of school completed (median)[3,6] 1960	School Enrollment[4,7] 1968
1	-	8.6	143
17	-	11.4	2,570
10	-	10.6	2,632
11	29.1	11.7	3,072
17	15.1	11.8	10,780
1	-	12.4	746
21	23.3	11.5	4,843
40	39.6	11.1	20,089
516	84.8	12.2	153,813
2	-	11.6	743
55	8.6	11.2	13,957
64	69.0	11.5	18,891
53	60.6	10.8	8,573
---	---	---	240,852

Notes:

[1] Estimated on the basis of county school directories.

[2] Source: 1970 Commercial Atlas and Marketing Guide, 1970 Rand McNally.

[3] Source: County and City Data Books, 1967, U.S. Department of Commerce.

[4] Source: Directory of Administrative and Supervisory Personnel of California Public Schools, 1968, State of California.

[5] Lives in cities, boroughs, villages, and towns which have a population of 2,500 or more.

[6] Based on those who are 25 years or older.

[7] Based on those who are from 5 to 34 years old, includes college and university enrollment.

[8] Represents 5.1% of the estimated population of the State of California.

[9] Represents 9.4 of the total area of California.

[10] Represents 3.5% of the total enrollment of California.

SURVEY OF THE LITERATURE

Properly executed inservice education for teachers can be a powerful tool for progress. But while there is universal agreement that such programs are greatly needed, a close look at existing programs indicates that such inservice education activities can be greatly improved.

Needs

Bessent and others (1969) report that rigorous studies on the effectiveness of inservice education are rarely reported, thereby forcing those involved with inservice training to speculate concerning the mistakes that they or others may have made in instituting their educational programs. Failure to relate inservice programs to the genuine needs of staff participants, failure to select appropriate activities for implementing program plans and failure to start inservice program activities with sufficient staff and other resources to assure program effectiveness are cited as the major problem areas.

A State of California Study (1969) found that there is little formal statewide or regional dissemination of teacher training information. Traditional inservice teacher training programs are of random orientation and limited effectiveness in addressing the major problems in statewide education, such as low student performance in reading and math achievement. In addition, it was concluded that there is a need for greater statewide interaction between institutions of higher education and school districts as regards preservice and inservice teacher training.

Trying to arouse teacher involvement appears to be the basic key to overcoming the present inertia facing inservice teacher training. Pharis (1968) has stated that if present and future programs are to make any real difference in the quality of education, then ways must be found to help teachers reconsider, adapt, or restructure their roles in the learning process. The changing role of the teacher is what creates the current demand for inservice education.

Hill (1965) also emphasized the need for teacher involvement in both the planning and the execution of inservice programs. It is furthermore reported that the major trend in front-line thinking about future inservice training will be concentrated on the individualization and personalization of teacher education programs.

As Doherty (1965) suggested, forward-looking boards of education had already recognized that unless adequate means are provided for their teachers and administrators to keep abreast of the new developments and demands of a changing society, quality education will have to suffer.

Interestingly, Fisher and others (1965) found that newly graduated teachers are in as much need of inservice training (in this case in mathematics) as are those teachers who received their preparation ten or more years ago.

The personalization of inservice programs was found to be very important by Shannon (1969). He notes that the usual inservice programs were often felt to be the antithesis of what is needed to satisfy the basic needs of teachers. He concluded that what is needed is an enrichment center where it is easy for the individual to consume what is important to him at the time he is there, thus extending the individual.

Johnson (1967) observed that just as in industry, all teachers are not at the same level of intellectual maturity, nor do all wish to participate in management to the same extent. This is why any blanket inservice training coverage for all teachers is doomed from the start. Individualization of inservice education to satisfy the specific needs and requirements of specific teachers is considered to be the only workable answer.

Mahaffey and others (1967), when writing some concluding remarks after a summer program of inservice education, also stressed the benefits of personalization. This particular program had attempted to provide teachers with the opportunity to discuss and exchange ideas found to be successful in their classrooms. This sharing of ideas, it was observed, had substantially increased the enthusiasm of the teachers during the summer and had stimulated many to use the new-found ideas during the subsequent school year.

McCracken (1968) emphasized that inservice programs should be tailored to the personnel and that the programs should be designed to accommodate for the individual differences among both the "teachers of teachers" and the teachers themselves. Such programs should be flexible enough to be of value to the master teacher as well as the beginner.

Numerous techniques have been tried to individualize and personalize inservice instruction. The use of the tools provided by instructional technology as well as the use of clinical laboratory techniques to evaluate needs permeate these efforts.

New Techniques

After researching the state of the art of inservice programs in Utah, Knoll (1968) concluded that microteaching is a very effective method of inservice training and should be seriously considered in the future.

One of the great advantages of microteaching is that it gives the teacher an opportunity to learn teaching skills through direct experience and the teacher gets immediate reinforcement from viewing models, revising and reteaching the lesson, and noting changes in pupil behavior (Borg 1968). The minicourse technique can be made into complete inservice training packages which is especially advantageous for small, rural schools where few resources are available that could be used to supplement this form of instruction.

As McEachern (1968) notes there are three additional and sophisticated clinical methods other than microteaching available for inservice education. These are: simulation--role playing outside the classroom; interaction analysis--a trained observer's move-by-move account of a teacher's actions during a class so outlined as to help the teacher objectively evaluate his own effectiveness; and nonverbal communication--a situation in which an observer keeps track of what a teacher *does* during a lesson and then offers a report designed to help see that the way he says something may be more important than what he says.

Wilson (1970) stresses the potential of developing Teaching Learning Centers as a superior environment wherein individualized instruction may be provided.

Programmed correspondence courses have also been proposed (Hively 1968) as well as programs designed to assist in individualized professional growth through organized individual studies (as conceived by the teacher and approved by the administrators) (Edelfelt 1968). Scanlon and Brown (1970) in an effort to realize the objectives of individualized and humanized education for students provided inservice training for those intimately involved in implementing the Individually Prescribed Instruction (IPI) process--the teacher and the administrator.

The use of various types of educational hardware to assist in self-evaluation and information dissemination is already widespread. The use of the Tele-Lecture and Tele-Writer combination has been found to be an effective instrument for the dissemination and sharing of information to teachers in remote locations. (Wisconsin 1967). Jensen (1968) found the use of videotape coverage of the course of an evaluative classroom session useful in self evaluation when applied to inservice education programs. Hoehn (1969) found the teacher's analytic evaluation of a videotape replay to be helpful in the context of a teaching behavior improvement program employing the aforementioned interaction analysis, micro-teaching, and naturalistic observation techniques.

In the summary discussion of project IN-STEP (Palm Beach, Florida 1968) the use of both videotapes and self-study programmed text materials were considered to be a successful element of the method for conducting inservice training.

In a graduate training course in teaching the disadvantaged child, closed circuit television, used in conjunction with small discussion groups, was found to be a good technique for large-scale inservice education. The more conventional use of discussion periods, homework assignments, readings, as well as the production of papers and telecasts were all considered to be effective means of inservice education when properly coordinated and made to supplement and reinforce each other (Minnesota 1966). A similar combined multi-media technique discussed by Dagne (1968) was also found to be successful.

Tintera (1968) found some suggestion that after six months of actual teaching experiences, teachers whose performance evaluations had been illustrated to them by examples of videotape and voice tape recordings of their own classroom behavior showed noticeably superior performance when compared to those teachers who received only conventional critique. In spite of these trends towards utilizing new media, etc. deKieffer and deKieffer (1970) report that one out of four members of education faculties are using no new media of any kind in their teaching.

Hite (1968) reported that the relative advantage gained by beginning teachers receiving reduced teaching loads and more inservice help was maintained over long periods of time.

New Models

A number of exceptionally innovative programs in inservice education were reported in 1968. For example in Santa Cruz, California an inservice education program was tried which was designed specifically to develop and expand the teacher's ideas for improving instruction. The teacher received the assistance he needed to bring his idea to fruition: paid preparation time, staff cooperation, clerical help, professional advice, encouragement and the required funds to implement his program. The program was described by School Management magazine as a very promising means for institutionalizing change. In Tiburon, California a series of one-room school-house complexes with 120 children and four colleague critiquing teachers were designed to give each teacher continuing individualized inservice education.

One such effort at achieving massive change in the public school system through inter-agency cooperation was attempted in 1967 (District of Columbia Teacher's College). The District of Columbia Teachers College instituted six inservice education centers in several Washington, D. C. locations so as to help teachers develop skill in individualizing their instruction and improving their ability to reach children individually. Nearly 500 educators enrolled in the six centers which were patterned on the model of team teaching, wherin each center had a staff of four professionals who brought to this task a variety of backgrounds, skills, and interests.

In Iowa (Linn County Board of Education 1968) the concept of providing services from a Multi-County Intermediate (area) Educational Unit came to fruition. It was generally agreed that one of the most valuable services that could be provided for Iowa schools was some form of directed inservice and curriculum work.

Doherty (1967) reports on the progress of an experimental inservice program for teachers in the Portland, Oregon area and notes that from the start of the project, an effort was made to interest the state's college and university teacher education personnel in helping the Portland schools develop an improved inservice program. The objective of this particular program was to use the combined resources of the state's colleges and the school system to produce the strongest possible program of inservice education. In the resulting system, suburban schools were invited to send their teachers to these classes, paying only as much tuition as needed to defray a fair share of instructional costs. This arrangement is mentioned because for many smaller school systems it is impossible to maintain inservice classes in all areas of the public school program, but through participation in programs with a larger system, all the benefits of such programs can be accrued at a reasonable cost.

A summary of ten recent elementary teacher education models reported by Klatt and Le Baron (1969) stresses the necessity for close planning with local school districts for continuing inservice education. The ten models envision elementary teacher education as a continuous training extending throughout the teacher's career.

In California's Area III, an English inservice training project was initiated where teachers who were highly proficient in English received further training, and then returned to their counties and districts to act as teacher-leaders in English. The spin-off effect proved to be highly successful. (Area III Reports, 1965, 1966, and 1967.)

Looking at the over-all needs, it becomes clear that the massive job of inservice training requires the cooperation of all parties concerned, including teacher training institutions at colleges and universities, state and county office of education, and the individual school districts.

METHODOLOGY

An Intersect Theory of Assessment

An individual's perception of an activity, over a period of time, leads him to make generalizations about the nature and character of a program. In the case of inservice training, numerous individuals are interacting with the program. Each, like the three blind men viewing a portion of the elephant, can see or engage only in some of the aspects that are related to their specific needs or assignment. Consequently, each individual may base his judgements only on a partial sample of the whole.

As a result, categories of respondents had different impressions of the program. Personnel in the county school offices had one set of opinions while those in university and college extension divisions had others. The collection of information pertaining to the recommendations provided in this report was designed to utliize *an intersect theory* of assessment.

As the impressions of each group were synthesized and analyzed, there emerged an overlapping of perceptions or opinions, a congruence in remarks and recommendations. Patterns and "themes" occurred which no single response could legitimize, but which properly could be accepted when they recurred in the reactions or assessments in more than one category of respondent (i.e., teachers, administrators, university personnel).

Certain of the themes can be supported with "hard" data; others can not. No ordering of hard data can provide substantiation as to what is occurring or with what degree of importance it should be credited.

Because of the need to deal with inputs that are apparently at variance, the study made extensive use of "Filep's intersect theory of assessment" in an effort to approximate "objective reality." Using such analysis the areas of overlap are purposively searched out and the resulting points of congruence serve as focal points for analysis.[3] When faced with a variety of opinions, this may be the soundest approach to use.

To put the intersect theory into operation, information was obtained from:

1219 teachers (by questionnaire)
282 administrators (by questionnaire)
100 teachers and administrators (by personal interview)
13 county offices
3 colleges and universities which provide inservice training (IST) activities
6 agencies, other than the above, which provide IST activities
16 members of the Area III task force on inservice training.

Area III Task Force on Inservice Training

At the onset of the study, a task force of leading educators from Area III, a state-defined administrative area that includes thirteen counties, was formed. The task force is made up of teachers, of school, district, and county administrators, as well as of representatives from the various agencies responsible for providing inservice training in the area. The task force was established by Dr. Charles W. Keaster, Assistant Superintendent of Yolo County Schools, in conjunction with IED, and was later headed by Dr. William Zachmeier, Assistant Superintendent of El Dorado County Schools (now Assistant Superintendent of Santa Cruz County Schools). Names of the task force members are listed on the front cover.

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[3] This approach developed by the senior author was also applied in two evaluative studies (*A Study of The Impact of Research on Utilization of Media for Educational Purposes*, sponsored by Title VII NDEA 1958-68 and *The BEPD Program in Special Education, A First Stage Evaluation: Projects, Leadership, Training Institute, and Bureau.*).

This group played an important role in the design, field testing and refining of the county matrix, the personal interview format, and the survey questionnaire. They were also instrumental in setting up personal interviews, and provided valuable information on the current progress of inservice programs in each of the thirteen Area III counties.

County Matrices

With the assistance of the task force, a matrix of questions was formulated to obtain information from county offices regarding their past, present, and planned inservice training programs. The type of information to be obtained on specific IST activities included the name and location of the activity, the agency presenting the training activity, date of meeting and duration, cost of the program and information about who paid for the activity, program initiator, and source of the instructor (district, university, etc.). A copy of the matrix is included in the Appendix, and a summary of the information obtained from the counties is presented elsewhere in the report.

Personal Interviews

In-depth interviews were conducted with over 100 teachers and administrators throughout Area III. Locations for the interviews ranged from the Sacramento County Schools Office to the one-room school houses in the Sierra Nevada mountains. Interviews at the beginning of the study were conducted primarily to obtain information which would enable construction of the county matrices and the survey questionnaire. Interviews near the termination of the study were conducted to see if respondents who returned the questionnaire had significantly different ideas and opinions on inservice training as compared with those who did not return the questionniare. No significant differences were found. The sum-total of the interviews added to a better "feeling" for the current status of inservice training in Area III. A copy of the interview format is also included in the Appendix.

Interviews With Agencies Providing Inservice Training

Detailed interviews were held with representatives of the various agencies in Area III which are providing inservice training. The types of information obtained in these interviews concerned the types of activities being offered and planned for the future, the types of activities that seemed to be most successful, and those which were less than successful. The representatives were asked about the problems that they encountered in providing IST activities and about their ideas and opinions on how to improve IST programs.

The Survey Questionnaire

With the assistance of the task force, a questionnaire was constructed. After field testing and review by the task force, the final version was sent to 5,000 teachers and administrators in Area III. A semi-random sampling technique was used to select teachers for the sample; namely, the name of every other teacher was selected from the county directory. Due to the small size of the sample population, every administrator was selected to be a part of the sample.

The following table gives a delineation of population, sample, and return by county:

TABLE 2
PERCENTAGE OF TEACHERS AND ADMINISTRATORS IN POPULATION, SAMPLE, AND RETURN BY COUNTIES

County	Teachers			Administrators		
%	Population	Sample	Return	Population	Sample	Return
Alpine	.1	.1	.0	.1	.1	.0
Amador	1.5	1.7	2.5	2.1	2.1	2.1
Calaveras	1.5	1.8	2.3	2.5	2.5	2.8
Colusa	2.1	2.2	2.3	1.8	1.8	2.8
El Dorado	5.7	5.7	5.3	6.5	6.5	7.5
Mono	.7	.7	.7	1.4	1.4	3.2
Nevada	2.4	2.7	2.8	3.4	3.4	3.6
Placer	9.8	9.0	9.9	12.4	12.4	10.3
Sacramento	52.3	50.0	48.0	46.1	46.1	42.7
Sierra	.5	.6	.7	1.0	1.0	.7
Sutter	5.9	6.6	5.4	5.8	5.8	5.7
Yolo	11.3	11.7	15.5	8.9	8.9	10.3
Yuba	6.2	7.2	3.2	7.9	7.9	7.5
Not given			1.4			.7
Total number	(8527)	(4202)	(1219)	(773)	(773)	(282)

As shown on the previous page, the return is closely representative of the population. Once the information was received, it was coded and analyzed using the UCLA Bio-Medical contigency table analysis computer program. The results are reported in later sections of the report and the Appendix. Copies of both the teacher and administrator questionnaires are included in the Appendix along with the detailed results.

Summary of Methodology

An intersect theory of assessment was utilized to obtain patterns and themes based on a variety of viewpoints. Teachers and administrators throughout Area III were queried through the use of questionnaires and with in-depth interviews. Personnel in county offices were interviewed and requested to complete county matrices. Interviews were also conducted with representatives of the various agencies that provide IST activities. Finally, the task force,which was convened for the study,was repeatedly consulted for advice, counsel, and feedback as the study progressed and also reviewed a working draft of this document.

RESULTS: GENERAL DATA OBTAINED DURING THE PROJECT

In-Depth Interviews

One hundred teachers and administrators in Area III were interviewed as the project progressed. Interviews conducted during the early part of the study concentrated on establishing a basis for construction of the county matrices and survey questionnaire. Interviews that were conducted near the termination of the project were used to determine if the individuals who did not respond to the questionnaire had significantly different ideas and opinions as compared with those who did return the questionnaire.

Preliminary Interviews

Much of the information obtained in early interviews is implicit in the structure of the county matrices and survey questionnaire. It is interesting to note other aspects and thoughts on inservice training that emerged along with the ones expected.

On motivation:

> *"I take inservice training to fulfill a personal need; I am better able to solve problems when they occur."*

> *"I don't need to take inservice training any more; I'm finally at the top of the increment scale."*

> *"I take it mostly out of professional pride, but salary increments do help."*

On promotion of activites:

> *"Inservice training should receive more visibility."*

> *"There should be one person at each level who is interested in, and responsible for pushing the program."*

> *"Principals should assume more of a leadership role."*

> *"Not enough advanced notice is given when courses are announced."*

On types of courses needed:

> *"We are not dealing enough with affective factors."*

> *"There is too much emphasis on facts and content; we need instead to be concerned with attitudes."*

> *"More concentration should be given to changing behavior."*

> *"Courses must be exciting and get the individual involved."*

On communications:

> *"Programs are adopted at the state level without waiting for local feedback."*

> *"We need more interaction between teachers and experts."*

> *"There is no communication from the State Department of Education to the secondary principal."*
>
> *"We need to get elementary and secondary teachers together so they will understand what is going on at both levels."*

On time demands: (teachers)

> *"As a new teacher, I am too busy getting my feet on the ground to worry about inservice training."*
>
> *"The basic idea is good, but there just isn't enough time."*

On release time: (administrators)

> *"They are asking for one day a month, but it would be hard to obtain substitutes and very expensive."*
>
> *"We would like to give teachers four days a year to make visits, but it would lengthen the school year."*
>
> *"Our idea is to adjust their salary by 1/18 and require an additional two weeks training at the end of the summer."*

On relevance:

> *"I feel that a course should be pertinent to my needs and interests."*
>
> *"So many of the courses from the college are irrelevant to the classroom."*

On technology:

> *"You need inspiration, and you can't get it from a TV."*

> *"You need personal involvement."*
>
> *"I've taken a few T[illegible] courses, and they're great."*
>
> *"I feel that courses by TV have a lot of potential especially in the sparsely populated areas."*

End-of-Project Interviews

A small sample (n=25) was selected consisting of teachers and administrators who had been identified as not returning their questionnaire. They were contacted personally and interviewed at their school location. They were asked questions similar to those on the questionnaire. Responses received were consistent with those received on the questionnaire. When asked why they had not returned the questionnaire, typical responses were given: "I was sick," "I misplaced it," "I get so many of those things that I don't return any of them," and "It was too long."

RESULTS: STRUCTURED DATA OBTAINED DURING THE PROJECT

Resource Agencies Survey

Agencies which are providing inservice training in Area III include universities, colleges, an instructional television association, a Title III center, county and local school districts, and others.

The information related in this section concerns some of the common problems that resource agencies have in providing inservice training and some ideas for improving IST activities. The information was obtained through in-depth interviews conducted with representatives of the resource agencies and the free-play interaction which occurred during the task force meetings. The method of obtaining information was non-structured, and therefore no format is presented in the Appendix.

Problems Incurred by Resource Agencies

- The lead time required for planning an activity is excessive when related to the rapidly changing needs of the participants.

  As an example, child behavior courses became very popular, especially those dealing with interactional analysis. The available supply of activities in this field was not sufficient for the immediate demand. Once the supply of activities had been built-up, the demand had decreased considerably.

- There is no formal method for surveying the needs of the individual teachers and administrators.

  Planning future courses is frequently based on informal needs assessments which often are sketchy and inaccurate but tend to be related to textbook adaptions.

- There is a lack of hard data on current activities and participants; it is difficult to evaluate current activities and plan for future activities.

  The various agencies were helpful in providing what information they had as far as number of courses offered, number of teachers and administrators attending, where the courses were offered, success of the courses, and so on. Much information, however, was not available. The agencies felt that much of the missing information would definitely be of value, and they are now in the process of revising their data processing formats so that this type of information will be available to them in the future to enable better planning. (i.e., course objectives, relateness to classroom requirements)

- A problem unique to extension divisions is the undesirable competition in which they exist with other elements of the infra-structure of their own college or university.

  Good instructors are hard to come by as is adequate funding. Termination of subsidization created numerous problems.

- There are unique problems associated with a predominately low-density population in a rural area: the minimum number of participants required before a course may be conducted, the high cancellation rate, duplication of efforts, and excessive travel time for both participants and instructors.

  A case in point here involves two similar courses which were offered by two agencies at the same time in two neighboring districts. Both courses were cancelled because neither had a sufficient number of participants to make up the required minimum. It was later *determined that if the activity had been offered by only one agency in one of the districts, the minimum could have been met from the combined areas.*

Ideas on Improving Inservice Training

- Establish a formal and continuing method of surveying needs.

  Feedback must be timely and accurate if rapidly changing needs are to be met. Communication between the agency and the individual teacher or administrator is complicated at best, and is especially complicated in rural areas and in areas where a multitude of paralleling equivalent channels for correspondence exist.

- Make certain types of appropriate inservice training mandatory for all teachers and administrators.

  Education is a rapidly changing field. Reading professional publications and journals is not sufficient to maintain professional competence; nor are there any assurances that such outside "homework" is being done adequately.

- Make greater use of educational technology, e.g., closed circuit and educational television, programmed instruction, and CAI.

  There is the common complaint that the use of innovative techniques in the teaching of children is progressing well, but the training of teachers is still in the horse-and-buggy stage.

- Canvass rural areas for local residents holding a Master's degree or a Ph.D. (including those who may be retired) in appropriate disciplines who could present an activity in their local area.

This has been done by one of the agencies, and has been found highly successful.

- Have IST instructors spend part of their time observing and consulting in the field.

  Time in the field would be invaluable for providing on-the-spot consultation and for conducting a personal needs assessment. All too often restricting a course to "book-learning" does not meet the needs of real life.

- Insist on better cooperation between neighboring districts and counties.

  As discussed previously, duplication of efforts can be costly and contribute to the overall failure of an activity.

- Form an IST consortium of all of the resource agencies.

  Each of the various agencies have particular strong points and weak points. Through coordination, a better product can be presented and duplication of effort can be avoided. Such a consortium would be coordinated by a Model Coordinator acting in consultation with a Resource Panel. These agents are discussed in greater detail later in this report.

- Have agencies act as "talent scouts" and "booking agencies" to bring in outside educators who have special talents.

  Not all of the needs of teachers and administrators can be met by local agencies. It may be more effective to bring in outside talent for specific needs. This may be done through the use of videotaped television programs, or by retaining an instructor from outside the area and offering local credit for activity. Thus far, use of this approach has been highly successful in Area III.

County Matrices Survey

Each of the thirteen county offices of Area III were surveyed using a county matrix. Information was obtained on more than 100 inservice activities that had been conducted during the past two years, or that were currently in progress. The data was then categorized into the following groupings: focus of activities, those who requested the activity, those who provided the activity, duration and time of day when the activities were held, compensation (credit or reimbursement), expense and overall evaluation of the activities. The instrument used to obtain the data is included in the Appendix.

Focus of Activities

Less than one-tenth of the activities were aimed solely at administrators. Of those which were designed for teachers and administrators, or just teachers, three-tenths had non-subject matter emphasis. The remaining concentrated on subject matter. Subjects which were covered more frequently were English and linguistics, child growth and development, and art. Activities that were non-subject matter oriented received a positive rating relatively more often than did those which were designed strictly for administrators and those which were decidedly subject matter oriented.

Who Requested the Activity

Two-fifths of the activities were initiated by teachers and administrators in the county. Another two-fifths were initiated by the county office or curriculum council. The remaining activities were requested by the county in conjunction with a district office, by a professional association, Area III Curriculum Committees, and others.

Source of Instructors

As would be expected, a majority of the instructors came from the two largest institutions of higher learning near the area: Sacramento State College and the University of California at Davis. The remaining instructors (less than one-fifth) came from other colleges and universities, and from educational agencies.

Location

Although the majority of training was conducted by college and university instructors, for the most part the activities were conducted away from the university campuses either at a district building or at a local school. Other locations mentioned were county buildings and a college or university campus.

Duration and Time of Scheduling

Much of the training was held weekly in the evenings and lasted from eight to sixteen weeks with an average of 12 weeks. It is interesting to note, however, that almost an equal amount of training was conducted on an all-day basis for one or two days.

Compensation

Although release time and salary increments were given in several cases, a majority of the compensation provided was in the form of college credits. College credits were given for slightly more than half of the programs.

Expense

In approximately two-thirds of the activities, there was some expense that had to be borne by the individual. Cost for the activities ranged between $10 and $75, but a majority cost the participant between $30 and $50.

Overall Evaluation

Approximately sixty percent of the activities were considered a success by county administrators. Thirty percent were considered doubtful, and ten percent were considered failures. For the courses which were considered a success, factors contributing to the success were participation by the participants in planning the activity and in the actual presentation of the activity, and the fact that the activity met the needs of the participant. When a course failed, quite often it did not live up to the expectations of the individual. A classic example of this is an activity which was sponsored by a school district and attended by 94 teachers. After the first coffee break, so many of the participants walked out that the activity had to be cancelled. During the first hour, the instructor had presented an outline of the course which was in no way similar to the abstract that had been advertised by the district.

Additional Observations

One of the benefits of developing the county matrix was that it started the personnel in the county offices thinking about the need for inservice training and record keeping. Individuals responsible for providing the information reported that obtaining the information was extremely time-consuming and difficult. In several cases, large categories of information were simply not available. As the matrix was employed early in the study there was a definite indication that as the study progressed, record keeping improved and that increased time and thought was being given to inservice training.

Teacher Questionnaire Survey

The following information is based on data provided by 1219 teachers in Area III of Northern California. It has been categorized into six groupings: information on the respondent, on his IST experiences, suggestions on how to improve IST activities, types of IST activities that were thought to be of the most value, deterrents to participating in inservice activities, and overall attitude towards IST. Factors associated with a positive attitude towards IST are discussed. Individual activities are then discussed, as well as factors related to the success of individual activities. The instrument used to obtain the information and the detailed results of the survey are contained in the Appendix.

The Respondent

For the most part respondents were 25 years old or older and evenly distributed between the 25-40 year group and the group of those who were over 40. Two-thirds of the respondents were women. Approximately half were teachers at the elementary level and the other half at the secondary level. Over one-fifth of the respondents held assignments in addition to teaching, and fifteen percent were designated as Master Teachers. A variety of subject areas were represented, ranging from pre-school instruction to automobile shop training with a moderate concentration on the traditional social studies, language arts, mathematics, and science. (See Figure 2.)

IST Experience

Teachers in the sample were primarily motivated to participate in inservice activities for the following reasons:

- to get updated on new state guidelines
- to learn more about human behavior, and
- to update their credentials.

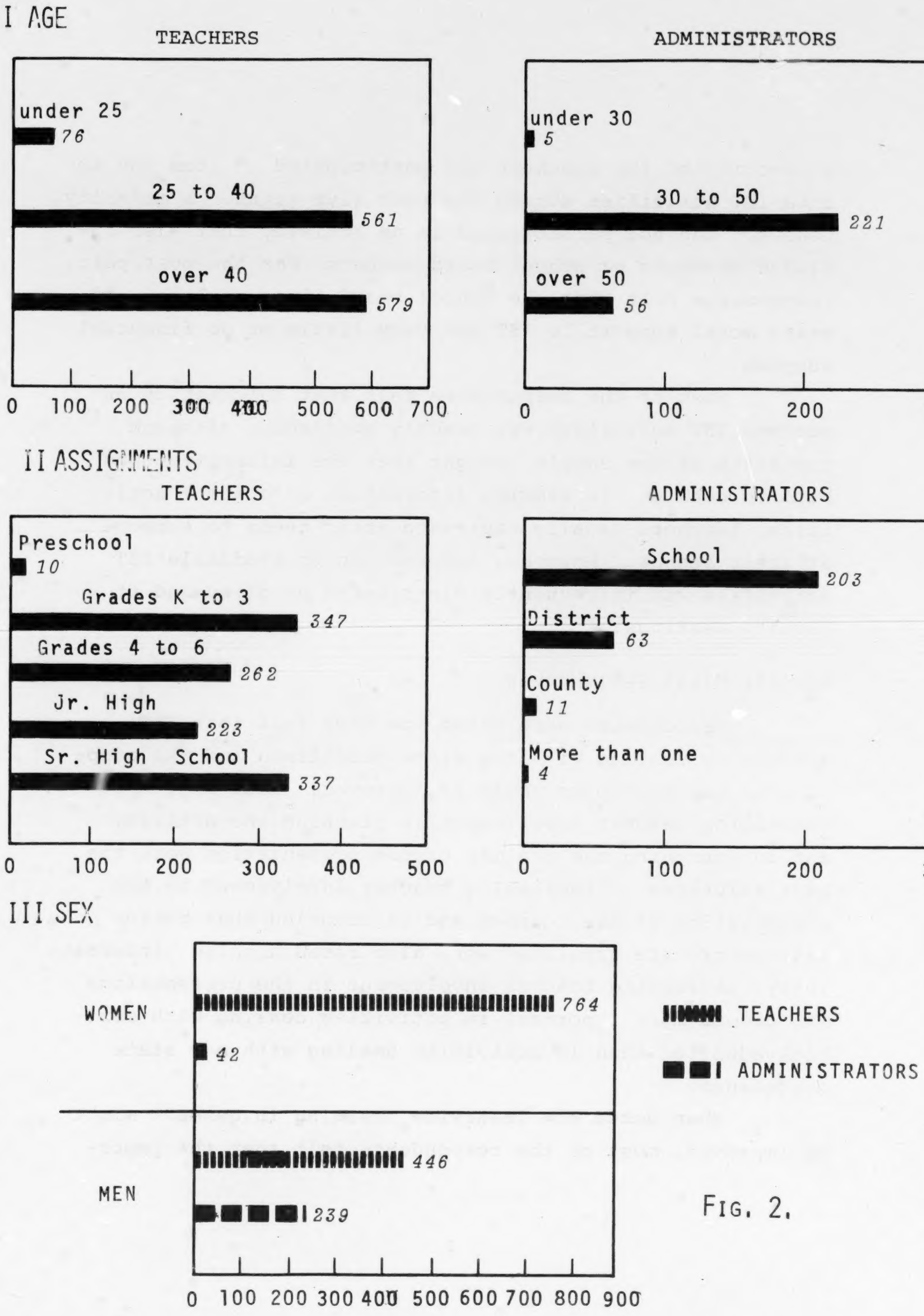
I AGE
TEACHERS
under 25
76
25 to 40
561
over 40
579
0
100
200
300
400
500
600
700
ADMINISTRATORS
under 30
5
30 to 50
221
over 50
56
0
100
200
300
II ASSIGNMENTS
TEACHERS
Preschool
10
Grades K to 3
347
Grades 4 to 6
262
Jr. High
223
Sr. High School
337
0
100
200
300
400
500
ADMINISTRATORS
School
203
District
63
County
11
More than one
4
0
100
200
300
III SEX
WOMEN
764
42
MEN
446
239
TEACHERS
ADMINISTRATORS
0
100
200
300
400
500
600
700
800
900

FIG. 2.

A majority of the teachers had participated in from one to five IST activities during the past five years. A majority, however, had not participated in an activity that also included students or school board members. For the most part, respondents felt that the school board gives at least moderate moral support to IST but very little or no financial support.

Most of the respondents felt that information on current IST activities was readily available, although one-fifth of the sample thought that the information was hard to obtain. In seeking information on current activities, teachers usually expressed their needs to someone at their school. However, information on available IST activities was infrequently distributed or discussed at faculty meetings.

How IST Might Be Improved

Respondents were asked how they felt that IST activities dealing with new state guidelines and the adoption of new textbooks could be improved. Most felt that increasing teacher involvement in planning the activity and in improving the quality of the presentation were the best solutions. Increasing teacher involvement in the presentation of the courses and in assuring that better instructors are appointed were also rated highly. Interestingly, increasing teacher involvement in the presentation was deemed more important in activities dealing with textbook adoption than in activities dealing with new state guidelines.

When asked how inservice training in general might be improved, most of the respondents felt that the important factors were to:

- provide IST that is more directly related to the teacher's jobs,
- provide IST that is more practically oriented,
- make more time available for IST activities, and
- improve the quality of IST.

Deemed less important were:

- providing a more convenient location,
- providing direct incentives in terms of promotion,
- providing better information on the availability of IST activities offered, and
- providing incentive pay.

Activities of the Most Value

Of IST provided during the school year, the following were reportedly considered to be of the most value (given in order of descending importance):

- professional association workshops and institutes,
- formal college courses,
- district-sponsored institutes,
- scheduled semester visits to other districts, and
- county sponsored institutes.

The rank-order remained the same for IST offered during the summer, with the exception of visits to other districts, which was then rated last.

Deterrents

Respondents were asked to rate a list of possible deterrents to participation in IST activities. Those which were rated high were:

- time pre-empted by other activities and responsibilities,
- course content unrelated to primary teaching assignment,
- too far to travel,
- not free to attend programs scheduled for weekends,
- not interested in attending if no course credit offered,
- too "pooped" to participate.

Those which were rated as being distinctly less of a deterrent were:

- attitudinal "climate" in office not felt conducive to taking IST,
- lacking the support of the supervisor,
- a feeling that IST in general is not worthwhile,
- unwillingness to participate in work that is either scheduled after school, or
- scheduled during the summer, and
- inability to afford the costs.

Overall Attitude

Three percent of the sample of teachers felt that the planning and implementation of inservice training is of such poor quality that IST activities should be discontinued. Another sixteen percent felt that a small proportion of the IST activities offered have some merit, but that the value of the IST in terms of costs, time and resulting education is open to serious question.

On the other hand, nineteen percent of the sample thought that the IST program has an equal weighting of good and bad points, but in general does contribute to improved education. Less than forty percent felt that the positive features outweigh the negative features and such programs should be continued and strengthened. Another twenty-three percent felt that, as professionals, they considered participation in IST activities a requirement that they had accepted when they became teachers.

Positive Teacher Attitude Towards IST

A number of analyses were conducted to examine relationships between a positive attitude towards inservice training in general and other data obtained in the survey. It should be noted that in conducting the analysis, those individuals with the attitude that inservice training was neither good nor bad, but was a professional requirement, were dropped from the sample.

In this way, the analysis could focus on possible differences between those with decidedly positive attitudes and those with more obvious negative attitudes. For instance, when the statement is made, "of those who have a positive attitude towards inservice training, relatively more were women" this implies equally that relatively more with a negative attitude were men. Tests of significance were applied in all of the χ^2 (chi-square) analyses undertaken and only those reaching levels of confidence of .95, or greater, are reported below.

Of the teachers who have a positive attitude towards inservice training, relatively more:

	Number in Sample
Were women	763

	Number In Sample
Participate in IST primarily to get updated on new state guidelines and not because it is mandatory.	587 523
Have completed more than 10 IST activities during the past 5 years.	764
Have participated with students in IST activities frequently.	756
Feel that the school board gives moderate or substantial moral and financial support to IST.	730 744
Have had no problems in obtaining information on current IST activties.	761
Obtain their information from district and county bulletins or from more than one source (as opposed to college and university bulletins or faculty meetings).	761
Were interested in 6 or more IST activities during the past 5 years which they were unable to attend.	743
Think that IST dealing with new state guidelines and textbook adoption could best be improved by increasing teacher involvement in planning the activity and in the presentation of the activity.	605 581 591 553
Think that IST in general could best be improved by making more time available for IST activities, and by providing activities that are better related to their job.	675
Felt that having IST activities scheduled during the summer was not a deterrent.	715

Administrator Questionnaire Survey

The following information is based on data provided by 282 administrators in Area III. The instrument used to obtain the information and the detailed results of the survey are contained in the Appendix.

The Respondent

The majority of respondents were men in the 30 - 50 year-old age group. Four percent work at the county level, slightly less than twenty-five percent work at the district level and the remaining work at the school level. As would be expected, most are principals and vice-principals. (See Figure 2.)

IST Experiences

Administrators in the sample were primarily motivated to participate in inservice training activities:

- to improve job performance,
- to learn about human behavior, and
- to get updated on new state guidelines.

A majority had completed more than 10 IST activities during the past five years, and felt that they should allocate from one to five hours a month for such activities. Few, however, had participated with students or school board members in IST activities.

IST and Teachers

A majority of the administrators felt that teachers should spend from one to five hours a month on IST activities. Three-quarters of the sample thought that IST activities resulted in improved teacher performance in the classroom primarily due to increased awareness of new classroom techniques and improved motivation.

Planning for IST

Respondents were asked to assign a priority for spending money or allocating other resources for IST. The following are the resulting suggestions given in order of decreasing preference:

- provide release time,
- provide a master teacher for every school building to assist with IST,
- provide a special summer program,
- establish a continuing year-long institute at the county level, and
- underwrite a quarter or semester of study at the college level.

When given the choice of spending money to provide books for the faculty library, repaint and redecorate the faculty room, provide a faculty dinner or picnic, or arrange for inservice training, almost half of the administrators would not spend it on inservice training while slightly more than one half felt that they would spend it on inservice training.

A majority of respondents felt that the school board gives at least moderate moral support to IST, and almost half acknowledged that the financial support provided by the school board was very little or none at all.

How IST Might Be Improved

Respondents were asked how inservice training dealing with new state guidelines and with new textbook adoption might be improved. Most felt that increased teacher participation in both planning of the activity and in the presentation itself were most important. When asked how inservice training activities might be improved in general, most respondents felt that the most important factors were (in order) to:

- provide IST that is better related to the teacher's job,
- make more time available for IST activities,
- improve the quality of IST, and
- provide IST that is more practically oriented.

Deemed less important were:

- providing better information on the availability of the IST activities offered,
- providing incentive pay,
- providing incentive in promotion, and
- providing a more convenient location.

Activities felt to be of the most value during the school year were (in order):

- professional association workshops and institutes,
- district sponsored institutes,
- county sponsored institutes,
- scheduled semester visits to other districts, and
- formal college courses.

For IST programs offered during the summer, formal college courses were ranked second, rather than last as above.

Deterrents

Administrators listed the possible deterrents to participation in IST acitivities in the following order. Those which were rated high were:

- time demanded by other activities and responsibilities,
- content not related to primary administrative assignment,
- too far to travel,
- scheduled for weekends,
- too "pooped" to participate, and
- no compensatory time offered.

Those which were rated as being significantly less of a deterrent were:

- insufficient course credits,
- no course credit offered,
- no salary increments resulting from participation,
- a feeling that IST in general is not worthwhile,
- lack of support from their superior, and
- attitudinal "climate" in the office not conducive to taking IST.

Overall Attitude

One and a half percent of the sample felt that both the planning and implementation of inservice training are of such poor quality that IST activities should be discontinued. Another six and a half percent felt that a small proportion of IST activities offered have some merit, but the overall value of the IST in terms of costs, time, and resulting education is open to serious question.

On the other hand, eleven percent of the sample thought that the IST program has an equal weighting of good and bad points, but in general contributes to improved education. Another thirty-eight percent thought that the positive factors outweigh the negative features, and the program should be strengthened. And finally, forty-two and a half percent felt that as a professional, they considered participation in IST activities a requirement that they had accepted when they became administrators.

Positive Administrator Attitude Towards IST

Data from administrators was analyzed to see if any particular factors were associated with a positive attitude towards inservice training. Only significant relationships that were at the .95 level of confidence, or higher, are reported.

Of the administrators who have a positive attitude towards inservice training, relatively more:

	Number In Sample
Do not take IST because they have to.	107
Have completed from one to ten IST activities during the past five years.	144
Believe that six or more hours per month should be spent by teachers in IST activities.	144
Think that the school board gives at least moderate financial and moral support to IST.	144

A Profile of Current IST Activities

A variety of courses were described by teachers and administrators, most of which had been completed within the last year. One-quarter of the teachers and one-third of the administrators described a course which lasted either one semester or one quarter. The remaining activities that were described lasted anywhere from one day to all year.

Tuesday, Wednesday, and Thursday were the most common days for scheduling the activity, and most IST programs were conducted in the evening or lasted all day. A majority of the activities were presented within the individual's district, but less than a fifth were held on the premises of their own school. About one half of the instructors came from a college or university, while the remaining instructors were drawn from the county, district, or school systems.

Practical Aspects

Eighty percent of the activities were conducted within thirty minutes traveling time from the individual's home and one half of all of the activities were held within fifteen minutes travel time from home. One-fifth of the teachers were allowed time-off work to attend the activity, while almost sixty percent of the administrators were given release time. A large majority of participants found that signing up for the activity presented no problems. For the most part administrators had to pay less for their participation in the activity than did teachers, although less than one-third of the teachers paid more than $25 for their activity. When "outside" funds were contributed to the training activity, most of them came from the district. Less than one-third of the participants paid more than five dollars for supplies, and less than one-third paid more than five dollars for transportation. The cost of materials and transportation for administrators was less than that for teachers.

Participation

Substantially more administrators (39.9%) participated in the planning of the activity than did teachers (13.5%). Almost three-fourths of the activities were attended by more than ten individuals, and two-thirds of the activities had both teachers and administrators as participants. About one-fifth of the activities, however, also included elementary or secondary students as participants.

Outcome

A majority of the activities dealt with innovative approaches and techniques, or material which was new to the participant. Three-fourths of the participants reportedly received at least moderate inspiration from the activity, and gained moderate or substantial practical and background information from the activity. More than three-fourths of the participants felt that the activity had met their needs and expectations. A majority of the administrators did not receive credit for the activity, but one-fifth did receive college credits. A majority of teachers, on the other hand, did receive either college credit or salary increments as a result of their participation in the activity. Most of the activities were not critiqued. When a critique was presented, however, it frequently went to the instructor or district, or both.

Evaluation of the Activity

The major complaints by both teachers and administrators concerning the activity that they attended were:

- inadequate fiscal compensation,
- administration indifferent to the training,
- attendance made needlessly mandatory, and
- material poorly organized.

Almost one-fifth of the teachers and one-tenth of the administrators surveyed thought that the activity that they had most recently attended was of poor quality. (See Figure 3.)

Analysis of Specific Inservice Training Activities

As a part of the study, teachers and administrators were asked to relate their experiences concerning the most recent inservice activity that they had completed. Data was then analyzed for common elements that tended to contribute to the success of the activity. Again, χ^2 (chi-square) analysis was used and only those relationships significant at the .95 level of confidence are reported below.

Of the activities which received a better than average evaluation from teachers, relatively more:

	Number in Sample
Were of ten hours or more duration. (The longer the activity, the more favorable the rating.)	856
Were held all day or in the evening.	932
Were conducted at a college, university, a district building, at another school, or at several locations as contrasted to the teacher's own school.	945

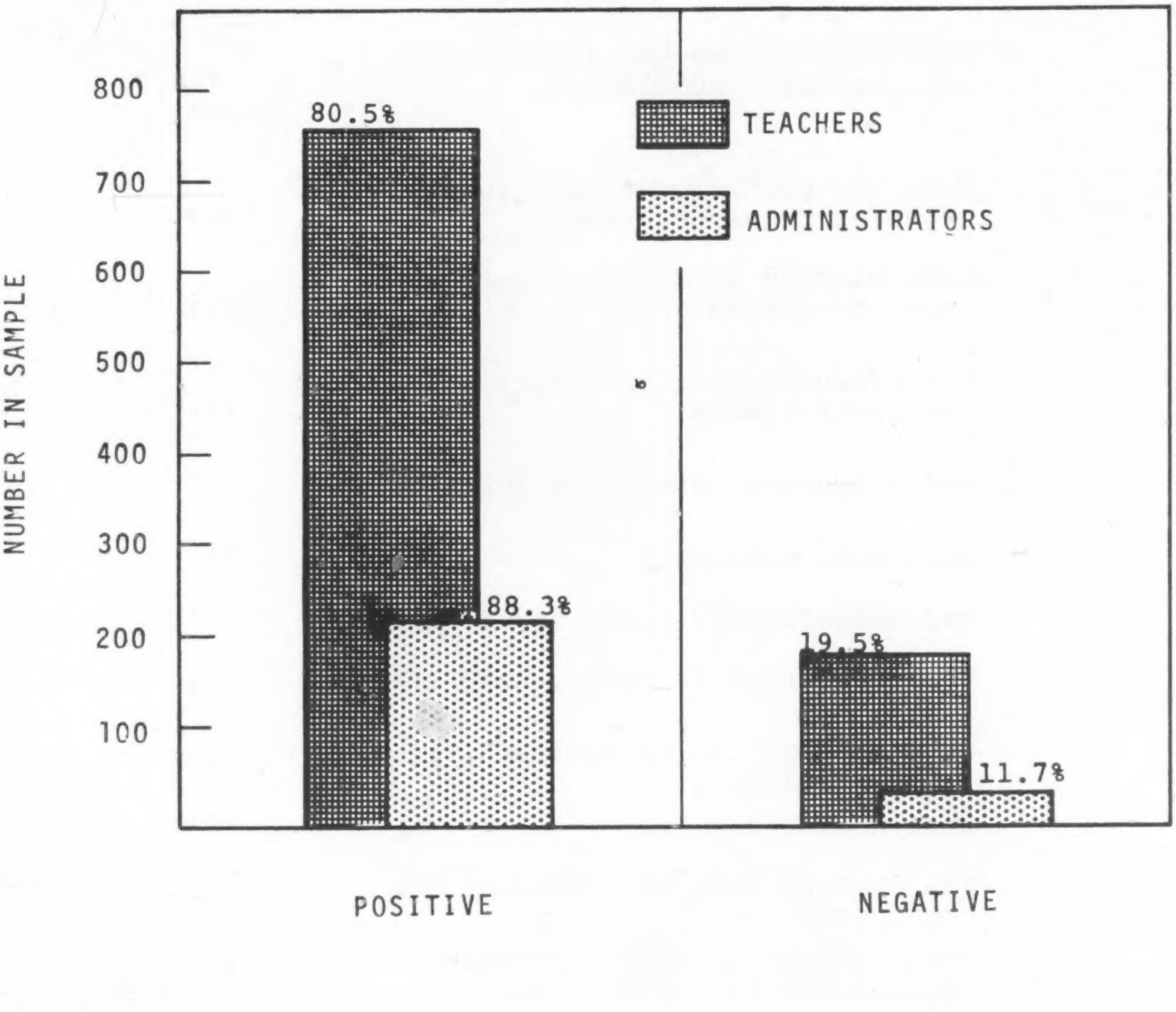

FIG. 3. OVERALL COURSE EVALUATION

	Number in Sample
Cost the individual up to $100. (Those which cost from $51 to $100 received the best ratings.)	944
Were paid for by the individual or partially subsidized.	884
Cost the participant more than $10 for transportation.	922
Were planned at least in part by the participants.	929
Had elementary or secondary students as participants.	928
Had a dynamic, effective instructor.	919
Were well organized.	921
Had satisfactory training materials.	919
Were presented in comfortable surroundings.	928
Were accompanied by adequate fiscal compensation.	806
Were not mandatory.	921
Had content that was relevant for teachers.	930
Dealt primarily with innovative approaches and techniques.	918
Were practical (rather than theoretically oriented).	918
Had primarily a demonstration (rather than lecture) approach.	890

Of the activities which received a better than average evaluation from administrators, relatively more:

	Number in Sample
Had a dynamic, effective instructor.	221
Had satisfactory training materials.	223
Were presented in comfortable surroundings.	223
Were not mandatory.	230
Had content that was relevant for administrators.	219
Dealt primarily with innovative approaches and techniques.	231
Were practically oriented.	219

THE NEW MODEL FOR INSERVICE TRAINING

A. Basic Considerations

Present Inservice Teacher Education

With some exceptions, the current status of inservice training is far less satisfactory than the preservice training provided for most teachers and administrators. The neophyte is usually put to work and then abandoned to his private classroom or office to teach or administer on his own with no further assistance or source of advice being provided. Very few teachers, for instance, have any real professional contact with their collegues on whom they can rely for consultation. The formative years for many teachers and administrators are anything but the period of experimentation and professional growth that one would like them to be, but become rather a period of struggling for survival in a confusing and uncaring environment.

The low status to which the inservice training programs have been relegated is evidenced by the fact that in 1965 more than 40 percent of the California school districts did not accept any inservice activities, travel, or vocational experience in lieu of college credits for salary-scale placement. In the 1970's it is imperative that the State educational organization should explore the merit of credential levels tied to inservice training.

The 40-hour work week hasn't caught up with public-school teachers yet--on the average, the teacher still contributes more than 47 hours a week to school and school-related activities. The typical teacher spends 36.5 hours in regular weekly school duty, and then he puts in an additional average of 10.8 hours grading papers, preparing lessons, supervising extracurricular activities, going to meetings, and engaging in other school-related pursuits. Nearly one-third of the teachers interviewed reported that they average at least 50 hours a week on all school duties.[1]

Almost one-fourth of the 2,442 teachers questioned said they average less than 30 minutes a day for lunch, although the average for all teachers reporting was 38 minutes. During their lunch period, 63% of the elementary teachers and 29% of the secondary teachers have to supervise student lunch periods, either all the time or on a rotating basis. (School systems in only seven states are not required by law to give teachers a duty-free lunch period.)[4]

Although the majority of teachers considered their teaching loads "reasonable," about 38% thought their burdens were either "heavy" or "extremely heavy." Similar patterns prevail for busy administrators who are faced with the problem of finding enough time to be able to participate in inservice training. The foregoing are national patterns. The results of the data collection activities undertaken in the earlier sections of this study provide inservice patterns for the thirteen counties involved in the project and tend to support the national patterns.

Obviously, rescheduling of the inservice participant's time or provision for IST during the working day, as is the case with numerous other professions, is sorely required.

If the educational system is to get out of its current slump and state of questioned effectiveness, then all programs which can have a beneficial effect on the quality of instruction must be most seriously considered. A well-planned and properly executed program of inservice training for all of our faculty and administrators would be a forceful step in the right direction.

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[4] Inservice Education of Teachers. Research Summary 1966-S1. Research Division -- National Education Association, #434-22802.

An Overview

Given a presentation of the current picture of inservice training for teachers -- as obtained by the preceding evaluation of the pertinent facts as they appear in Area III in California, what improvements and changes can be instituted to obtain better inservice training?

One answer is obvious: to get better IST, radically upgrade the quality of IST activities. Soon the word will spread and everyone will flock to IST. But the programs that exist aren't really that poor -- and they're usually inadequate because they turn out to be inappropriate, they do not suit the needs of the user, the participating teacher or administrator -- hence he's disappointed and for him, the program was indeed poor.

As a second consideration, the weaker IST activities that do exist go on and on only because no one has been informed adequately about these weaknesses and thus no action has been taken.

The solution to both problems lies in the establishment of a truly effective information network that includes: a) a "people network" of individuals with delineated assignments and general duties, as well as clearly defined channels of communication, b) a communications plan that provides the aforementioned channels and stipulates the types of information that the responsible individuals must account for, evaluate, and transmit, and finally, for c) a basic plan, model, or schedule that lays out the types of activities and sequencing that would amount to a sound fundamental program of IST for any given area to build upon.

If such a plan were defined and implemented the poor quality IST activity would soon become an anomaly. Only individuals truly, and knowingly, interested in "Some

Present-Day Applications of Athenian Peripatetic Lecturing Techniques" would attend such a seminar with prior knowledge of the course objectives and criterion levels and the seminar would have to be of superb quality to survive even then. All others would be well enough informed to spend their limited time resources on activities more suited to their needs.

> *It is precisely this sort of an informational approach upon which the IED model is built. The first configuration of the model centers on a typical schedule for one school year that also incorporates a summer program. The second configuration provides a program concentrating solely on the academic year.*

However, the effectiveness of these configurations is posited on a larger and more basic structure -- namely, the organizational, information, and goals-oriented framework on which they stand.

The organization that these plans call for is designed to work on the level of an area of the size such as that of Area III studied herein. It establishes a ladder of responsibilities in the persons of several coordinators and resource panels whose tasks are to continuously monitor the needs of the user populations -- the participating teachers and administrators -- and then to see that appropriate IST activities are instituted, implemented, and made available to participants. This calls for informing the participants, assuring that there are no needless conflicts or duplication of effort, and then determining whether or not the programs offered actually met the needs of the participants.

To evaluate the success or failure of each program the personnel in charge must at first define the goals and objectives for the IST programs. These must be designed to be flexible enough to allow growth and improvement, yet be clearly enough defined to permit their use as yardsticks. To make this meaningful, each IST activity must have built into it adequate provisions for soliciting feedback from participants and for processing such comments so as to allow for improvements, expansion of the activity for wider use, or for a painless cancellation or postponement. Thus, these models provide for the area-wide structure for IST as well as for the micro-structure on the level of each individual school. In the following section are provided the elements that are the building blocks of these models. Each is presented in an abbreviated form which can and should be expanded as the models are implemented.

In this sense, the final task description for the position of model coordinator would run into pages, and as the actual system becomes operational it should grow as needs grow. Similarly, this report suggests the publication of a County IST Newsletter. The content of such is partially self-evident, partially open for growth and evolution. To present its scope and use on an even slightly detailed scale would run into pages.

Lastly, the model configuration suggests some approaches for funding IST activities, both on the area-wide and on the local levels. Somehow, the bigger sums have a way of becoming available when really needed -- however, the funds needed to effectively implement these schemes on the local level are harder to obtain. Thus numerous suggestions are offered for how to make pennies grow into substantial sums so as to avoid the irony of local inability to provide for paperwork or for typist time making it impossible for announcements for the "event of the year" to reach interested personnel on time.

Another requirement that runs concurrently with an improved IST program is the apparent need for periodic re-credentialing of teachers and administrators that this suggests. Such a re-credentialing should be carried out via a self-diagnostic, self-analysis approach. Also incorporated in the model is a clear requirement for all participants to participate, whenever possible, in the planning and implementation of inservice activities.

Assumptions Required for the New Model

If new models for the conduct of inservice training are to be developed and implemented (specifically the two models outlined in the sections that follow, page 70 and page 71)then it is vital that certain assumptions regarding the behavior, as desired of the school district, the teacher, the professional association, and the agencies that provide pre-service preparation need to be identified.

At the Level of the School District

School district commitment to inservice training of their staff should imply a readiness to examine and monitor on a *continuing basis*, what the level of accomplishment is in the classroom and what new needs are arising, and then to provide for appropriate and readily available training to up-grade the staff as needed and to satisfy the newly arising needs.

At the Level of the Teacher

Every teacher as an individual is a professional with on-going needs for growth. Thus, teachers can only maintain their professional standing, competence, and respect if provisions are made for a means for their continuing self-renewal as professionals. The teaching profession is unable to keep up-grading itself without resorting to the community for resources to fund such continuous professional refurbishment. As the students grow in sophisticiation, so must the teachers, so that in both in routine interactions and other confrontations with students the teacher can clearly demonstrate his ability to lead--both personally and academically.

At the Level of the Professional Associations

The teachers' professional societies satisfy an urgent need by providing communication through publications and meetings, thereby moving in the direction of more meaningful assessment of needs. Hand-tailored pre-conference training sessions such as those conducted by the American Educational Research Association for its members serve as a model for evaluating and clearly delineating the nature of current individual professional needs of its membership. Such informational processes should be enhanced and the services of the associations actively sought when setting up IST programs.

At the Pre-Service Level

The program of training teachers at the university level must incorporate into the curriculum the need to instill a self-renewing and exploratory quality in the professional personality of the teacher. This can only be achieved by providing (in addition to standard academic training) for individualized experiences and encouraging an interest in continued intellectual and professional growth.

The institutions for teacher education must explore and involve student teachers in on-going programs of inservice training efforts as part of their student teaching so that such an approach to continued professional growth will become ingrained as an accepted professional habit. If pre-service programs incorporate a sizeable intern component, and if the school districts reinforce their teachers' enthusiasm for and commitment to inservice activities, one can then expect such programs, if creatively conducted, to enthuse the interns to learn by example.

At the State Credentials Office Level

The State or appropriate credentialing agencies should require that credentials be renewed periodically (every five years.) A method which could be employed is a self-diagnostic, pass/fail evaluation program that provides for the opportunity to repeat the evaluation procedures as frequently as needed to assure continued competence of all academic staff.

B. Some Parameters Of The New Models

How is the new IST program to be implemented? Very little new, or novel material is required to fill the inservice program. A goodly variety of courses have been developed and plentiful materials and techniques already exist for teaching courses or new topics as they become pertinent to the teacher's needs. What is needed is a means for evaluating the actual on-going needs of the teaching population, seeing to it that appropriate courses are made available to satisfy these needs and that then this availability is communicated to all who can use the training.

An Organizational Framework

To achieve all this, a communications network must be established. Thus, the most significant part of the model is a "people network" consisting of all the individuals who will implement and monitor the model. A brief description of the necessary positions that this network must staff are provided below. Additional information regarding the role of various individuals is provided in the sections that follow.

Coordinators

The Model Coordinator . . . an individual at the county school system level whose primary concern is inservice training at all levels within the county.

Area and School Coordinators . . . individuals who will act as "communication terminals" for their school districts or individual schools.

Training Sources

IST Resource Panel . . . a panel consisting of representatives from all the agencies which produce inservice activities between the counties; in charge of coordinating and controlling the overall effort.

Agencies . . . the educational institutions which are actually producing the inservice activities, universities, colleges, county offices,and others. These are the sources of course materials and instructors.

Instructors . . . the educators, lecturers, and other personnel who will present and supervise the conduct of inservice activities.

Participants

Teachers . . . pre-school, elementary, secondary, and resource personnel involved with the act of teaching.

Administrators . . . county and local district-level personnel, including business managers, school board personnel, and others.

Interns . . . college students involved in preservice training who are already working as teachers but have not yet completed their training program.

Community . . . non-pedagogic individuals from the community who are involved enough with education to wish to participate in inservice training programs.

The Information Network

Given an adequately defined "people network" which is to assure that there is an appropriate "our man in Havana" available at every level of concern, a communications network can be established. The next requirement is that two questions be answered precisely: 1) just what types of information should be transmitted over the system, and 2) what are the best methods for assuring this communication?

Questions that the network must answer:

1. Availability of IST Activities - what activities are being offered, when, where, what is the cost, and which and whose needs are these activities designed to fulfill?
2. Motivation - why is this program of IST activities implemented, how will it function, why is continuing inservice training important, and what benefits can the participant hope to obtain from attending these IST activities?
3. Feedback and Evaluation - how well was the IST activity received by the participants, what were the most and the least favorable aspects, to what degree did the activity meet the needs of the participants, and how could the activity be improved for future use?
4. Objectives to Be Met - what activities should be planned for the future to meet the novel needs generated by the everchanging educational scene?

Proposed methods for providing the needed communication:

1. County IST Newsletter - to provide information on activities being offered at all levels. The newsletter should incorporarate orientational and motivational material, as well as make an extensive effort for handling all incoming "letters to the editor" in such a fashion as to assure that participants can clearly express their opinions on future activities that they would like to see.

2. Maximum Use of Existing District Bulletins - to supplement the county IST Newsletter with items peculiar to or of particular interest to participants within the district.

3. A Communication Plan Between the Area and School Coordinators - to assure inter-district and intra-district cooperation.

4. Periodic Meetings of the IST Resource Panel - to encourage cooperation between the various involved agencies and to assure that duplication of efforts is avoided.

5. Periodic Meetings of the Model Coordinator, Area, and School Coordinators - to provide an opportunity for planning for maintaining an on-going evaluation of the model, and for establishing future objectives.

6. Activity Critique Forms - to assure that all instructors are provided with immediate feedback, and to develop for the district and county a realistic basis for future planning.

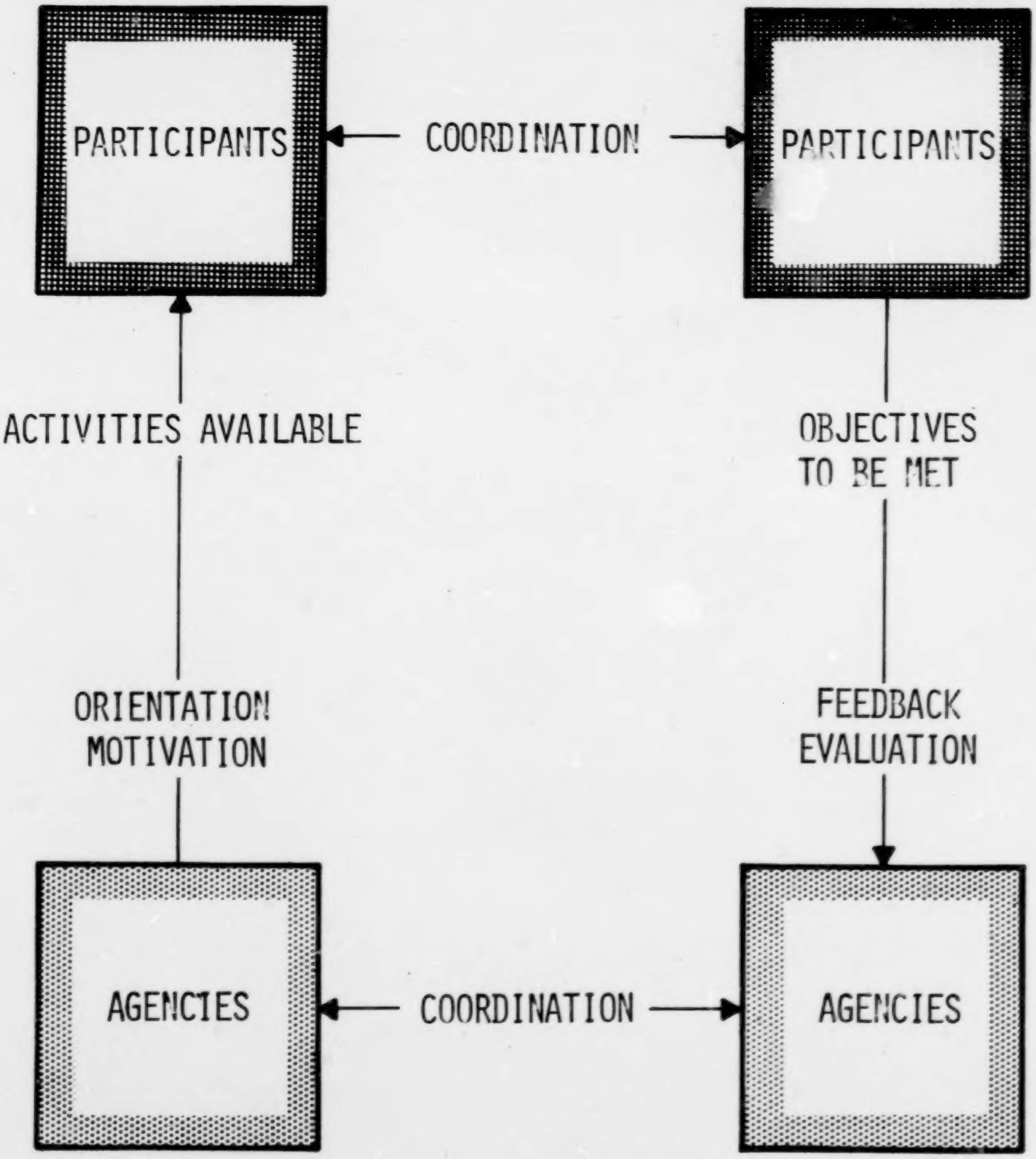

PARTICIPANTS
COORDINATION
PARTICIPANTS
ACTIVITIES AVAILABLE
OBJECTIVES TO BE MET
ORIENTATION MOTIVATION
FEEDBACK EVALUATION
AGENCIES
COORDINATION
AGENCIES

FIG. 4. COMMUNICATIONS SYSTEM

The Makeup of the People Network

Each level of activity would have a representative who would be specifically cognizant of IST and be particularly concerned with its role and possibilities.

All of these individuals would be working within the information network charged with establishing and maintaining contacts between these area coordinators, the central coordinator, and the IST resource panel. This would assure dissemination of IST information and the development of more and better programs, making sure these are implemented and made available, and would then assure plentiful feedback so as to evaluate the resultant IST activities.

Having a teacher (participant) acting as the school's IST representative assures rapid local feedback, fast and personal involvement with needs and reduces the requirement for the teacher to constantly command an administrator's time to explore inservice offerings. The prime responsibility for initiating action and following through with inservice activities thus lies with the individual teacher or administrator but there is always a coordinator who is himself also a teacher and to whom the teacher can turn for advice and counsel. The choice of the individual for this task should be carefully made to be sure to select a "natural" coordinator, one who can be easily consulted, and one who has the time to do the task.

The Resource Agencies in the model now have clearly identified personnel (the coordinators) to whom the state educational department, universitites, colleges, etc. can turn to learn of participant needs.

The task of model coordinating is rotated amongst the county offices of education on a yearly basis. Thus, each county office would be responsible for coordinating, for instance, the Area III IST activities for one year. The office in charge would develop a guideline for the conduct of the program which would then be passed along to the next county office which is assuming the responsibility the following year.

The Model Coordinator would have the primary responsibility for conducting a needs assessment of participants, planning and distributing the training objectives, major bulletins, etc., all with the aid of the county, area, and local coordinators. This task would include negotiation of objectives and specification of criterion levels for training activities. The Model Coordinator would develop preliminary assessment instruments for review.

The Objectives Network

A vital ingredient for communicating the outcomes of various inservice training activities and conducting any sensible evaluation is the clear statement of performance objectives for each activity.

Objectives and appropriate achievement levels could be established through the Coordinators with the Agencies. The Coordinators could act as the brokers for a large group of participants. At the end of this process there has to be a clear understanding on both sides of what could be expected in the Participant group in the way of knowledge to be gained, new skill levels, changes in attitudes to be effected, etc., and what could be realistically provided by the Resource Agency. The resulting estimates of performance can then be included in the information distributed to the expected participant group.

Terminal and interim evaluation procedures should be clearly spelled out well in advance and then carried out by the participants, instructors, and the coordinators.

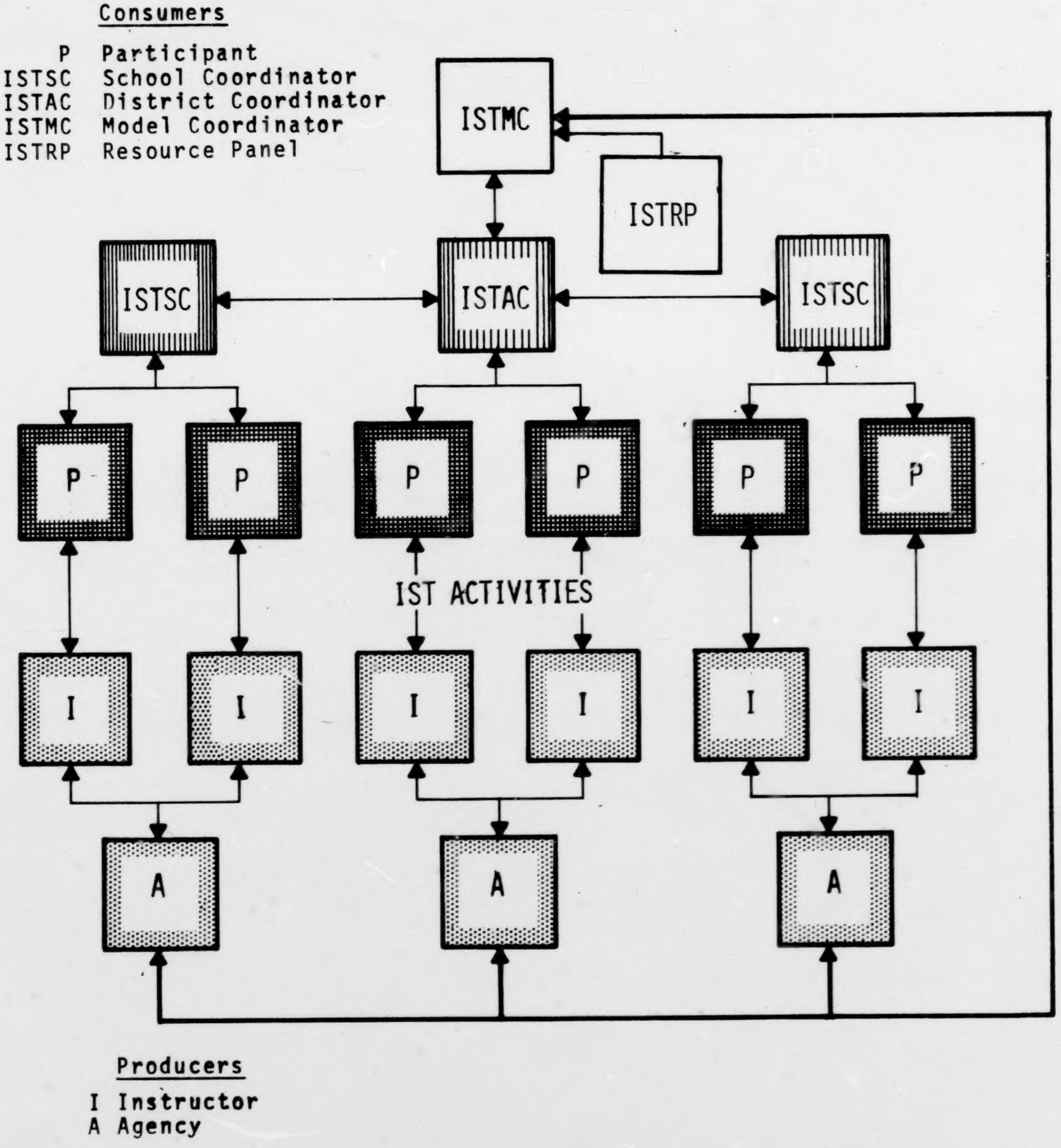

Consumers
P Participant
ISTSC School Coordinator
ISTAC District Coordinator
ISTMC Model Coordinator
ISTRP Resource Panel
ISTMC
ISTRP
ISTSC
ISTAC
ISTSC
P
P
P
P
P
P
IST ACTIVITIES
I
I
I
I
I
I
A
A
A
Producers
I Instructor
A Agency

FIG. 5. PEOPLE NETWORK

Frequent interim evaluations would keep the instructor and his class heading toward the same outcomes.

Such evaluational techniques can be extended to maintaining cognizance of participant progress, of the development and refinement of the programs, and incorporating all this into an on-going diagnosis of the total IST effort.

Dimensions of a Specific Training Activity

The results of the IED survey indicate that a number of facets, as they pertain to the selection and makeup of the IST activity, are of considerable significance to the participants. Attention to these factors would invariably lead to the development of more effective programs. Some of these factors are the following:

Course Content

What is emphasized--subject matter or non-subject matter?

Is the approach practical or theoretical?

Is new material presented or are old material and techniques reviewed?

> The survey indicated that usually the former choice was the more popular--this however should not become the sole criterion for selection of emphasis.

Presentation

Is the material presented as a demonstration or as a lecture?

Is the presentation carefully organized or simply allowed to run its course?

Did the course organizers take pains to select a particularly comfortable surrounding or was the choice of site left to chance?

Was an instructor selected for his ability to present the material dynamically and effectively or was this factor ignored?

Were the instructional materials carefully selected, well prepared, and available in sufficient numbers?

Again, emphasis on the former turned out to be more popular, nonetheless these factors should always be considered only in the overall conception and not to the exclusion of all others.

Motivation and Encouragement

Did the administration support and encourage the effort?

Was at least some monetary compensation made available?

Was it possible to earn some academic credit with the effort?

Was enough time-off from work allocated for the program?

Was the significance of the program to the participants classified and did all possible participants have adequate time and opportunity to learn of the program?

Was participation in the program left voluntary or was it forced on the participants?

Were adequate opportunities to critique the program made available and was such feedback requested?

Convenience

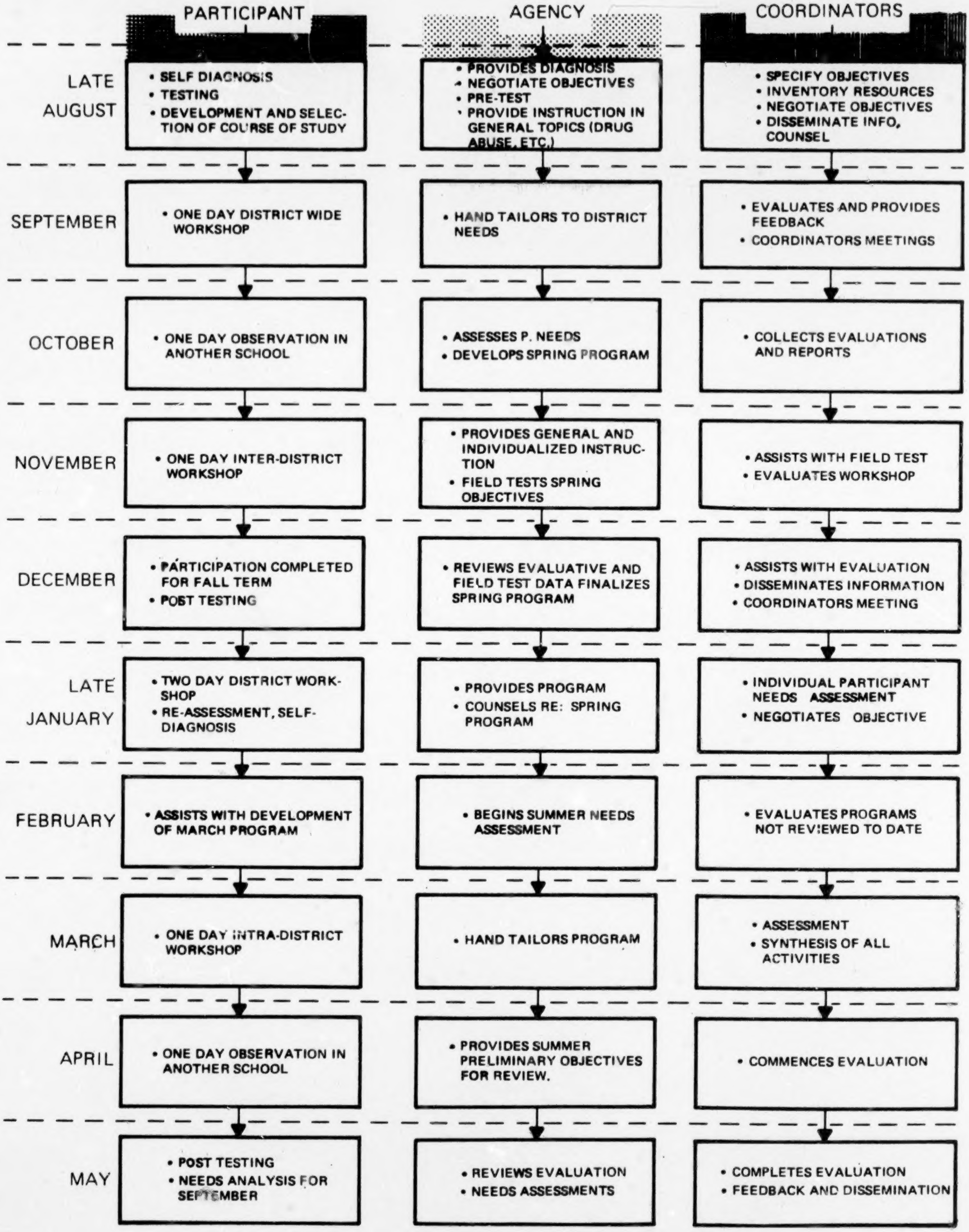
Was the program presented at a reasonably convenient time?

Was it close enough to home or school so as not to make attendance a hardship?

Was registration for the course made as easy as possible?

> Without a positive answer to most of the questions in the last two groups most inservice programs will receive only limited participation, either from those highly interested or with a clear-cut need for the training. Inservice activities should not count on such motivation for its success.

C. *The Basic Model*



	PARTICIPANT	AGENCY	COORDINATORS
LATE AUGUST	• SELF DIAGNOSIS • TESTING • DEVELOPMENT AND SELECTION OF COURSE OF STUDY	• PROVIDES DIAGNOSIS • NEGOTIATE OBJECTIVES • PRE-TEST • PROVIDE INSTRUCTION IN GENERAL TOPICS (DRUG ABUSE, ETC.)	• SPECIFY OBJECTIVES • INVENTORY RESOURCES • NEGOTIATE OBJECTIVES • DISSEMINATE INFO, COUNSEL
SEPTEMBER	• ONE DAY DISTRICT WIDE WORKSHOP	• HAND TAILORS TO DISTRICT NEEDS	• EVALUATES AND PROVIDES FEEDBACK • COORDINATORS MEETINGS
OCTOBER	• ONE DAY OBSERVATION IN ANOTHER SCHOOL	• ASSESSES P. NEEDS • DEVELOPS SPRING PROGRAM	• COLLECTS EVALUATIONS AND REPORTS
NOVEMBER	• ONE DAY INTER-DISTRICT WORKSHOP	• PROVIDES GENERAL AND INDIVIDUALIZED INSTRUCTION • FIELD TESTS SPRING OBJECTIVES	• ASSISTS WITH FIELD TEST • EVALUATES WORKSHOP
DECEMBER	• PARTICIPATION COMPLETED FOR FALL TERM • POST TESTING	• REVIEWS EVALUATIVE AND FIELD TEST DATA FINALIZES SPRING PROGRAM	• ASSISTS WITH EVALUATION • DISSEMINATES INFORMATION • COORDINATORS MEETING
LATE JANUARY	• TWO DAY DISTRICT WORKSHOP • RE-ASSESSMENT, SELF-DIAGNOSIS	• PROVIDES PROGRAM • COUNSELS RE: SPRING PROGRAM	• INDIVIDUAL PARTICIPANT NEEDS ASSESSMENT • NEGOTIATES OBJECTIVE
FEBRUARY	• ASSISTS WITH DEVELOPMENT OF MARCH PROGRAM	• BEGINS SUMMER NEEDS ASSESSMENT	• EVALUATES PROGRAMS NOT REVIEWED TO DATE
MARCH	• ONE DAY INTRA-DISTRICT WORKSHOP	• HAND TAILORS PROGRAM	• ASSESSMENT • SYNTHESIS OF ALL ACTIVITIES
APRIL	• ONE DAY OBSERVATION IN ANOTHER SCHOOL	• PROVIDES SUMMER PRELIMINARY OBJECTIVES FOR REVIEW.	• COMMENCES EVALUATION
MAY	• POST TESTING • NEEDS ANALYSIS FOR SEPTEMBER	• REVIEWS EVALUATION • NEEDS ASSESSMENTS	• COMPLETES EVALUATION • FEEDBACK AND DISSEMINATION

FIG. 6. LATE SUMMER AND ACADEMIC YEAR MODEL.

D. *The Alternate Configuration*

The alternate configuration of the model would commence in early September and end in late June.

The basic pattern of the sequence of events would be retained but less time could be devoted to individual diagnosis and prescription of participant needs.

The academic year model would provide a mid-year 2-3 day workshop wherein the operational and training difficulties of the fall semester could be resolved. Needs assessment and development of course and individual requirements would be directed toward programs for the following fall semester. Some attention has to be given to late spring activities. In many ways the academic year configuration represents improvements on current practices but with the people and information network in place. It is a step in the direction of the full model. Obviously, the planning, diagnosis, evaluation, and feedback activities suffer in this configuration.

The alternate model provides a choice, not an echo to current practices. Although a less desirable approach,in terms of potential impact on inservice activities, than the basic model, it can be implemented immediately with minimal expenditures.

Application of the alternative configuration requires the identification of individuals responsible, at all levels, for IST and clearly outlines their duties. Establishment of necessary communication links is suggested in the model as well as the type of information that "would flow" between those involved with planning, participating in, and evaluating any inservice effort.

State Education Department Involvement

It should be obvious in this configuration and the basic model, that the Department now has a specific point(s) of contact when it undertakes concerns pertaining to inservice training.

Once in operation, the coordinator of the model (ISTMC) can provide information to the Department relating to high priority inservice needs. The Department, on the other hand, can communicate directly with the coordinator as it begins to implement new curricula of study, policies and procedures, etc. and be assured that it has a greater probability for reaching the individual teacher in every classroom. Continuing evaluation and reaction to Department practices by teachers and administrators could be obtained in a more systematic and reliable fashion through utilization of the model's communication network. Training in new courses of study could proceed in an orderly fashion with continuing attention to assessment of training effectiveness and levels of application of the new syllabi in the classroom.

The Department would receive, via the network, a more systematic and thorough assessment of any prototype materials and training programs by initiating prototype activities in certain sections of the model.

Implementation of the alternate configuration could be undertaken immediately in any area comparable to the Area III counties. An enthusiastic commitment on the part of key individuals would go a long way in insuring successful implementation of both the alternate and basic models.

E. Some General Considerations

Workshops

One-day activities would have two parts. A general topic for all participants and an individualized section. Participants registered for semester--length, (September - December) courses at universities, etc. could be excused from the individualized activity, if they so desired.

Each participant would be responsible for developing one one-hour long inservice presentation unit to be utlizied in district-wide or area workshops. This presentation would be in the teacher's area of specialty (content area, motivating students, etc.) and would provide each participant with an opportunity to share his experiences with others. Also, teachers, once thus equipped, could utilize this instructional module when others visit their classrooms or offices.

Visits to View "Master Teachers"

Considerable benefits can be derived from seeing and analyzing the work of other effective teachers. An opportunity to view other professionals in action, and to review successful materials and programs that are used in other schools can be a successful ingredient of the model. The local-level coordinator should be able to advise and counsel participants on where their day for visiting could be utilized most beneficially in relation to their individual needs.

Big City/Secluded Retreat Activities

Based on the conference approach, many of the more extensive IST programs should be held where recreational opportunities are available. This type of activity gives the participant's family a chance to also participate and provides a setting which is a welcome contrast to the typical district building. Favorite big cities for Area III were found to be San Francisco and Reno, whereas, the favored secluded retreats are located in remote areas of the Sierra Nevadas.

Bridging the Gap Activities

The so-called "Bridging the Gap" activities provide an environment where business leaders of the community are paired off with teachers and administrators for one-day or two-week workshops in the schools followed by some equivalent period during which the school personnel spend time in the business community. The public relations and career guidance opportunities that these open up for the students are obvious. In such encounters both groups usually come away with a substantially better understanding of each other's tasks and challenges.

Funding

- It has been found that in most instances the school district and the participant would both have to share the cost of IST programs.

- Increased allocation (currently 3%) of Title I (ESEA) funds to IST and other programs designed to introduce innovative programs, novel subject matter content, etc. into the classroom could provide additional funds.

It is worth noting that by carefully implementing rather tiny economies quite substantial savings can be effected. Many of these could be especially applied on the local level where availibility of funds is often very restricted and the results of such economies may well be adequate to assure sufficient funding for the local-level IST programs. Some such examples of possible economies are:

- Utilization of interns for regular salaried positions could save each district substantial amounts of money. This money could then be used for IST.

- A reduction of the use of electricity in each school building by only 1% annually (through a subtle campaign encouraging the turning out of lights, equipment, etc. when not in use) could net surprisingly substantial funds for IST.

- Reduction of building heating costs (where appropriate) by a daily reduction of the school temperature by 1-2° F. would accrue usable savings for IST. Insofar as classrooms are usually overheated, causing excessive drying out of membranes etc., and thus increasing the potential for colds, such a change could reap multiple benefits.

- Reduce annual school library purchases by 2% through the regular purging of periodicals, books, etc. that are obviously not utilized. The current information overload in each pupil's home (which often provides redundant books, magazines, and extensive information through television) would easily make up for any loss if the cutbacks are sensibly carried out. All resulting funds should go for IST programs.

- Carefully perform slight reductions in the annual budget for new textbooks and instructional resources. With a properly implemented campaign for the shared use of materials and an ecologically oriented emphasis on care and preservation of these items, a considerable sum of money could be saved.

- Increase the cost of coffee in the teachers cafeteria from one to five cents. If these new monies would be earmarked for IST, considerable support would be readily forthcoming.

- Reduce written notices, letters to faculty, and memos to staff. Post all communications on the central bulletin board with some provision for initialing upon reading. This would effect savings on paper, stamps, labor, and so on, all of which would go to IST and simultaneously lessen waste of resources.

Local resources cannot be expected to carry the full burden of implementing the basic model. Shared resources of local, county, and state agencies must be utilized to establish an effective and meaningful model. Commitment of resources is related to involvement. The inservice model described in this report requires a high level of participation by everyone involved with providing quality education for California's youth.

In-Service programs must recognize they and work to eliminate they. This is the they of a teacher who says, "I'd like to teach differently, but they won't let me."

We once thought they was the uncooperative administration and supervisors. We have changed our minds. They is all teachers who feel threatened when one teacher succeeds. They is all teachers who feel that the staff coffee room is a place for discussing only recent games or the misadventures of poor students. They is all teachers who teach traditionally because it is the tradition. Teachers unwittingly lock themselves into they by not acknowledging the differences among teachers. They is the teachers who want to be average. They is the teachers who want the curriculum guide so that they know what to teach.

Any teacher who breaks from tradition threatens they. They is those teachers who check with their colleagues so that what is expected can be reviewed, pressuring any inspirational non-they into conformity. Non-they is those teachers who check with colleagues to get new, exciting ideas to try.

When teachers recognize themselves as part of they, teachers of teachers can help replace they with a non-they which respects and fosters individuality. The strength of teachers is in their individuality.

Robert A. McCracken

APPENDIX

COUNTY MATRIX

Please provide the following information on all inservice activities:

- Conducted for the past two years.
- Currently in progress.
- Planned for the future.

Information requested:

- Name of program, course, institute, meeting, etc.
- Initiator (requested by teacher, new guideline, etc.)
- Agency presenting the course.
- Instructor source (district, county, campus, etc.)
- Location (district, county, school, campus)
- Who paid for the course (and what percent if more than one).
- Cost.
- Frequency of meetings.
- Time of day.
- Duration of the course.
- Number of participants and percentage teachers and administrators.
- Credit (kind and amount).
- Degree of success (+, ±, -).
- Why the program was successful or unsuccessful.

INTERVIEW OUTLINE

Topics for discussion for county and district interviews:

- What inservice programs have been or are being tried (a listing and description of each)?
- What factors in current and past programs seemed to attract, and to discourage, teacher participation?
- What programs have been successful, and which have been less than successful? By whose criteria?
- How many teachers are "eligible" for inservice activities in each county?
- Have studies been conducted to determine who participates in which types of programs, and how often?
- What are the mandated requirements for teacher participation in inservice activities?
- What programs are now being planned?
- What are some unexplored approaches that might be tried?

Topics for discussion for teacher and administrator interviews:

- What inservice courses have you taken?
- What inservice course did you like best?
- What types of courses would you like to take?
- When and where should the courses be offered?
- What can be done to improve inservice training?

TEACHERS' QUESTIONNAIRE

SECTION ONE

My Current Situation

1. My age is
   - 6.2% Under 25
   - 46.1% 25 to 40
   - 47.7% Over 40

n=1217

2. Sex
   - 36.8% Male
   - 63.2% Female

n=1210

3. The county where I teach is

See Addendum

4. My present teaching assignment is
   - .8% Preschool
   - 29.4% Grades K - 3
   - 22.2% Grades 4 - 6
   - 18.9% Jr. High (7 - 9)
   - 28.6% Sr. High (10 - 12)

n=1179

5. Other assignments (if any) are
   - 6.5% Administrator
   - 5.4% Guidance counselor
   - .0% Psychological services
   - Other See Addendum

6. I am designated a Master Teacher (Demo-teacher/Merit pay teacher)
   - 16.0% Yes
   - 84.0% No

n=1043

7. My major subject area (or area of greatest competence if elementary) is

See Addendum

8. Travel time from my home to school is
   - 65.6% 15 minutes or less
   - 29.3% 16 to 30 minutes
   - 4.8% 31 to 45 minutes
   - .3% More than 45 minutes

n=1211

IED 12.69

SECTION TWO

Inservice Training (IST) and Me

1. I participate in inservice trainin (IST) activities primarily (*rank from 1 to 6, using each number onl once, with 1 given to the best reason)*
   - 4 For social value
   - 1 To get updated on new state guidelines
   - 2 To learn more about human behavior
   - 3 To update my credential
   - 5 Because it is mandatory
   - 6 Other

n=800

2. The number of inservice training (IST) activities that I have completed during the last five years
   - 10.4% None
   - 47.3% 1 to 5
   - 20.8% 6 to 10
   - 21.5% More than 10

n=1206

3. I have participated with students inservice training (IST) actitivie
   - 12.5% Frequently
   - 36.0% Seldom
   - 51.5% Never

n=1192

4. I have participated with a member the school board in IST activities
   - 2.7% Frequently
   - 17.9% Seldom
   - 79.5% Never

n=1198

5. I think that the school board give the following financial support to IST
   - 14.6% Substantial
   - 34.5% Moderate
   - 33.4% Very little
   - 17.5% None at all

n=1134

6. I think that the school board give the following "moral" support to IST
   - 29.3% Substantial
   - 38.8% Moderate
   - 24.9% Very little
   - 7.1% None at all

n=1158

7. Based on my experience, informatio on current IST activities is
   - 40.8% Circulated to everyone
   - 39.4% Readily available
   - 19.8% Hard to obtain

n=1189

(SECTION TWO: Inservice Training and Me - continued)

8. I get most of my information on current IST activities from
   10.0% Faculty meetings
   15.7% County bulletins n=1160
   28.4% District bulletins
   16.4% College/univ. bulletins
   22.6% Combination
   6.9% Other

9. I most often relate my needs for IST to a person
   64.0% At school n=1039
   15.9% In the district office
   7.6% In the county office
   8.4% At a college or university
   4.1% Combination

10. The job title of this person is
    (31.) No consistent response

11. The number of IST activities which were of interest to me, but which I did not attend during the last five years is
    20.8% None
    57.6% 1 to 5
    13.7% 6 to 10
    7.9% More than 10 n=1112

SECTION THREE

Some ideas on How to Improve IST

1. I think that IST **dealing with new state guidelines** could be improved by (*rank from 1 to 6, using each number once, with 1 given to the best reason)*
   2 Better presentations
   4 Increased teacher involvement in the presentation
   1 Increased teacher involvement in planning the activity
   3 Having better instructors
   5 Using better instructional aids
   6 Other n=856

(SECTION THREE: Some Ideas on How to Improve IST - continued)

2. I think that IST dealing with the adoption of textbooks could be improved by *(rank from 1 to 6)*
   2 Better presentations
   3 Increased teacher involvement in the presentation
   1 Increased teacher involvement in planning the activity
   4 Having better instructo
   5 Using better instructional aids
   6 Other n=860

3. I have ranked the following ideas how to improve IST from 1 to 8 *(us each number once, with 1 given to the best idea)*
   3 Make more time availabl for IST activities
   1 Provide IST that is better related to my j
   5 Provide incentive pay
   7 Provide incentive in terms of promotion
   4 Improve the quality of IST
   6 Provide better information on IST activities offered
   2 Provide IST that is mor practically oriented
   8 Provide a more convenient location n=955

[*The above 8 ideas are not a complete list. Later in this questionnaire, y have an opportunity to add some of yo own ideas.*]

SECTION FOUR

This section concerns the *__most recent__* *IST activity which you have completed.*

Description

1. The name of the IST activity was
See Addendum

2. The starting date of the IST was
See Addendum

3. The total number of hours required for the IST activity was
See Addendum

4. The total number of **weeks** required for the IST activity was
12.0% One week .6% One year
7.8% Two weeks 29.9% Other
11.1% Four weeks
17.1% Eleven weeks (quarter)
16.3% Sixteen weeks (semester)
5.2% One day n=933

5. Day(s) of the week held (check any that apply)
28.1% Monday
32.5% Tuesday
33.1% Wednesday
33.4% Thursday
29.8% Friday
20.7% Saturday
3.5% Sunday

6. Time of the day the IST activity was held
9.9% Morning
13.2% Afternoon
19.7% Late afternoon
23.5% Evening n=1049
16.6% All day
17.2% Combination

7. The general location of the IST activity
18.4% At my school
41.6% Within my district but not at my school
20.9% Within my county but not within my district
16.8% Outside of my county
2.3% Combination
n=1064

(SECTION FOUR: Description - continued)

8. The specific location of the IST activity was n=1056
19.6% At my school
35.5% In a district building
4.2% In a county building
2.3% At a junior college
8.4% At a senior college
4.8% At a university
2.3% Combination 8.0% Other
14.9% Another School

9. The instructor for the IST activity was an individual from n=1051
15.8% A school
7.8% The district office
6.5% The county office
43.8% A university or college
8.8% Combination
17.3% Other

Practical Aspects

10. The travel time from my school (or home) to the location of the IST activity was
49.1% 15 minutes or less
29.5% 16 to 30 minutes
9.9% 31 to 45 minutes n=1056
11.5% More than 45 minutes

11. While attending the IST activity, I was given time off from work.
21.0% Yes n=1055
79.0% No

12. Signing up (or registering) for this IST activity
1.2% Took too much of my time
7.1% Was somewhat inconvenient
91.6% Was no problem n=1050

13. Cost of the IST activity to me was
48.3% Nothing
20.5% $1 to $25 n=1059
23.7% $26 to $50
5.6% $51 to $100
2.0% More than $100

14. Who else contributed funds for the training?
42.0% I paid the full cost
2.5% The school
33.6% The district n=986
5.6% The county
.3% Business
11.9% Combination
4.2% Other

(SECTION FOUR: Practical Aspects - continued)

15. The total cost to them (per person) was
32.3% Nothing
11.9% $1 to $25
7.4% $26 to $50
3.0% $51 to $100
3.9% More than $100
41.5% Unknown
n=955

16. Cost of materials (texts and supplies) to me was
69.1% Nothing
16.6% $1 to $5
8.6% $6 to $10
5.7% More than $10
n=1036

17. Total cost of transportation to me was
28.0% Nothing
40.7% $1 to $5
14.8% $6 to $10
16.4% More than $10
n=1034

Participation

18. I participated in the planning of this IST activity.
13.5% Yes
86.5% No
n=1046

19. I participated in the following way:
(77.)
No Consistent Response

20. The number of other people attending the IST activity was
2.2% Less than 6
5.1% 6 to 10
21.3% 11 to 20
34.0% 21 to 40
37.5% More than 40
n=1044

21. Did administrators participate in this IST activity?
62.9% Yes
37.1% No
n=1029

22. Did elementary or secondary students participate in this IST activity?
21.5% Yes
78.5% No
n=1029

Outcome

23. This training dealt with
35.5% Innovative approaches and techniques
28.2% Material which was new to me
15.8% A review of familiar material
20.4% Combination

24. The degree of "inspiration" received from this IST activit
was
33.0% High
44.3% Moderate
15.7% Low
7.0% No inspiration recei
n=104

25. The amount of practical knowle
(skills, techniques, etc.) gai
from the training was
35.4% Substantial
42.1% Moderate
22.6% Very little
n=104

26. The amount of background knowle
gained from the training was
29.9% Substantial
46.3% Moderate
23.8% Very little
n=104

27. The training met my needs and expectations
26.1% To a high degree
47.3% To a moderate degre
19.4% To a low degree
7.2% Not at all
n=103

28. How did your IST activity bene
your students?
No Consistent Response

29. On completion of this training
status with my contemporaries
4.0% Increased greatly
16.3% Increased slightly
79.7% Stayed the same
n=1

30. I received credit in the follo
ways (check any that apply)
26.8% Salary increment
43.0% College credit
10.5% "Brownie points"
3.6% All three above
36.4% No credit was recei

31. A critique of this IST activit
(if made) was sent to the
63.2% No critique was mad
2.5% School
12.4% District
2.8% County
10.5% Instructor
.6% Other teachers
2.7% Combination
5.3% Other
n=980

SECTION FIVE

I have rated the IST activity discussed in Section Four on each of the descripti scales below with a number (1, 2, or 3 - Only one number is circled per line).

		High 3 2 1 1 2 3 High		n=931
62.6%	Subject Oriented		37.4%	Skills Oriented
55.1%	Inadequate Fiscal Compensation		44.9%	Adequate Fiscal Compensation
65.5%	Voluntary Attendance		34.5%	Mandatory Attendance
56.5%	Lecture Approach		43.5%	Demonstration Approach
91.2%	Content Relevant for Teachers		8.8%	Content not Relevant for Teachers
78.6%	Practical Orientation		21.4%	Theoretical Orientation
29.7%	Poorly Organized Material		70.3%	Well Organized Material
82.5%	Satisfactory Training Materials		17.5%	Inadequate Training Materials
84.1%	Dynamic Effective Instructor		15.9%	Drab Ineffective Instructor
80.6%	Comfortable Surroundings		19.4%	Uncomfortable Surroundin
34.9%	Administration Indifferent to Training		65.1%	Administration Supported Training
80.5%	Overall Training Evaluation Excellent		19.5%	Overall Training Evaluat Poor

SECTION SIX

This section is the final section and concerns inservice training in general.

1. I have ranked the following types of inservice training activities from 1 t for each column. (1 is of the most value to me and 6 is of the least valu

n=711 During the school year	n=584 During the summer	
2	2	Formal college courses
1	1	Professional association workshops, institutes
3	3	District sponsored institutes
5	4	County sponsored institutes
4	5	Scheduled semester visits to other districts
6		Other (during the school year) ____________
	6	Other (during the summer) ____________

2. The following is a list of reasons that might apply to why I did not partic pate in IST activities offered in the past, or why I might be reluctant to participate in the future. I have rated them as (1) being a definite deter or as (2) not being a deterrent.

n=992

Rank	% Rated as a Deterrent	
4	48.4%	Scheduled for weekends
12	29.9%	Scheduled for after school
11	32.3%	Scheduled for during the summer
14	20.0%	Not supported by my superior
2	66.4%	Content unrelated to primary teaching assignment
3	62.6%	Too far to travel
8	36.0%	Insufficient course credits
5	45.2%	No course credit offered
7	42.2%	No compensatory time offered
9	35.4%	No salary increments
15	17.2%	Attitudinal "climate" in office not conducive to taking IST
1	81.5%	Time demanded by other activities and responsibilities
13	22.3%	Have found that IST is not worthwhile
6	44.8%	Too "pooped" to participate
16	10.2%	No transportation
10	35.1%	Cannot afford

3. In general, the statement that best describes my attitude toward, and experience with inservice training in my district or county is:

n=997

3.1% Planning and implementation of inservice training are of such po quality that IST activities should be discontinued.

16.4% A small proportion of IST activities offered have some merit, bu value of the IST in terms of costs, time, and education is op to serious question.

19.1% The IST program has an equal weighting of good and bad points, b in general contributes to improved education.

38.3% The positive features of IST activities outweigh the negative features and the program should be strengthened

23.1% As a professional, I feel that IST activities are a requirement I accepted when I became a teacher.

(SECTION SIX - continued)

4. How can inservice training dealing with textbook adoption and new state guidelines be improved? Please describe.

   Obtain feedback before implementation.

   Encourage individuals to actively participate.

   Make the material available before the activity.

5. What was the most totally gratifying IST activity in your career? Please describe.

   Various

6. We have attempted to learn of your attitudes toward experiences with inservic activities. Based upon your involvement in this area, we would be pleased to have any recommendations regarding ways to improve current programs or suggestions for new models for inservice programs that might be employed. Pleas list below.

   Various

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE.
Information concerning the survey will be provided when available.

ADDENDUM

PAGE 1 - SECTION ONE

Question 3

The county where I teach is n=1209

Alpine	.0%	Placer	9.9%
Amador	2.5%	Sacramento	48.0%
Calaveras	2.3%	Sierra	.7%
Colusa	2.3%	Sutter	5.4%
El Dorado	5.3%	Yolo	15.5%
Mono	.7%	Yuba	3.2%
Nevada	2.8%	None or blank	1.4%

Question 5

Other assignments (if any) are n=276

Coach	16.3%	Reading specialist	9.1%
Department head	13.8%	Library	4.3%
College	.4%	Other	44.2%

Question 7

My major subject area (or area of greatest competence if elementary) is n=1081

Art and Music	7.0%	Science	9.1%
Counseling	.6%	Social Studies	14.9%
English	8.0%	Special Ed	3.5%
Foreign Language	2.1%	Vocational Ed	4.1%
History	3.6%	Librarian	.6%
Home Ec	2.4%	Preschool, Nursery	1.9%
Math	12.8%	Language Arts	6.0%
PE	4.0%	Health	.5%
Reading	16.2%	Other	2.9%

PAGE 3 - SECTION FOUR

Question 1

The name of the IST activity was n=1005

Management, PPBS, Goals & Objectives	4.7%
Visitation	3.0%
Reading	13.3%
Human behavior	13.9%
Teaching	8.7%
Subject matter	27.3%
New ideas	6.7%
Textbooks, guidelines	11.4%
Other	11.0%

Question 2

The starting date of the IST was n=867

Early 1970 (Jan.-June)	21.8%
Fall 1969 (Sept.-Dec.)	38.3%
Summer 1969 (June-Aug.)	11.4%
Spring 1969 (Jan.-May)	11.2%
Fall 1968 (Sept.-Dec.)	6.0%
Summer 1968 (June-Aug.)	3.1%
Spring 1968 (Jan.-May)	2.2%
1967 or before	6.0%

Question 3

The total number of hours required for the IST activity was

n=962

1 or less	1.9%	55-79	2.8%
2-9	30.5%	80 or more	5.5%
10-19	18.5%	Don't know	2.9%
20-54	37.4%	Other	.5%

ADMINISTRATORS' QUESTIONNAIRE

SECTION ONE

My Current Situation

1. My age is
   - 1.8% Under 30
   - 78.4% 30 to 50
   - 19.9% Over 50

   n= 282

2. Sex
   - 85.0% Male
   - 15.0% Female

   n= 281

3. The county in which I work is

   See Addendum

4. I work primarily at the following level
   - 72.2% School
   - 22.4% District
   - 3.9% County
   - 1.5% Combination

   n=281

5. My position is
   See Addendum

6. I am in charge of
   See Addendum

7. The number of teachers in my administrative "domain" is
   - 38.8% Less than 20
   - 50.5% 20 to 100
   - 7.7% 101 to 500
   - 2.9% More than 500

   n=273

SECTION TWO

Inservice Training (IST) and Me

1. I participate in inservice training (IST) activities primarily *(rank from 1 to 6, using each number once, with 1 given to the best reason)*
   - 4 For social value
   - 3 To get updated on new state guidelines
   - 2 To learn more about human behavior
   - 1 For improved job performance
   - 5 Because it is mandatory
   - 6 Other ______

   n=207

(SECTION TWO: Inservice Training and Me - continued)

2. I believe that the following number of hours should be spent for inservice training (IST) for myself per month
   - 1.4% None
   - 56.5% 1 to 5
   - 32.3% 6 to 10
   - 9.8% More than 10

   n=276

3. The number of inservice training (IST) activities that I have completed during the last five years is
   - 4.0% None
   - 20.9% 1 to 5
   - 27.8% 6 to 10
   - 47.3% More than 10

   n=277

4. Individuals other than administrators have been involved in IST activities which I have attended. This has occurred [1] frequently, [2] seldom, or [3] never. *(Rank separately.)*
   - 2 School board members
   - 1 Teachers
   - 2 Students

   n=259

SECTION THREE

Inservice Training (IST) and Teachers

1. I believe that the following number of hours per month should be spent for IST for teachers
   - .7% None
   - 70.0% 1 to 5
   - 27.1% 6 to 10
   - 2.2% More than 10

   n=273

2. Based upon observation of teachers in the classroom who have recently completed IST, I would say that they
   - 75.0% Improved in performance
   - 25.0% Were about the same
   - .0% Decreased in performance

   n=260

IED 12.69

(SECTION THREE: Inservice Training and Teachers - continued)

3. The noticeable gains that I have observed as a result of teachers completing IST have been

20.5% Greater contribution at faculty meetings
72.0% New classroom techniques
44.0% "Turned on" about teaching
7.8% Other ______ n=268

4. I use the following method(s) to determine if IST received by the teacher benefits the students

See Addendum

5. If I were given a set amount of money for each teacher for IST over the next 10 years, I would spent it to *(rank from 1 to 6, using each number once, with 1 given to the best.)*

5 Underwrite a quarter (semester) of study at a college or univ.
2 Provide a master teacher for every school building
4 Establish year-long institutes at the county level
1 Provide release time
3 Provide a special summer program
6 Other ______ n=231

SECTION FOUR

Planning for Inservice Training (IST)

1. The following agencies have roles in the planning and design for IST. I feel that they should [1] play more of a role, [2] play the same role, or [3] play less of a role. *(Rank individually.)*

1 School district
2 County office
2 College and University
2 State Department of Education
n=264

(SECTION FOUR: Planning for Inservice Training - continued)

2. I determine the needs of the personnel in my administrative "domain" for IST from *(rank from 1 to 6 using each number once, with 1 having the highest value)*

2 Personal analysis
6 My office staff
5 Formal reports from the district
1 Talking with individual teachers
3 New curriculum guidelines
4 Textbook adoption n=223

3. There is a mechanism for planning IST activities in my "domain."

46.4% Yes
53.6% No n=248

If there is, please describe.

No consistent response.

4. The individual who does the planning for teacher and administrator IST is *(give title)*

(See Addendum)

5. If I had $2,500 extra in my budget to spend improving faculty conditions, I would spend it to

2.6% Provide books for the faculty library
1.5% Repaint and redecorate the faculty room
.7% Provide a faculty dinner, picnic, etc.
52.2% Arrange for inservice training
27.4% Combination ______
15.6% Other ______

n= 270

SECTION FIVE

Potpourri

1. I think that the school board gives the following financial support to IST

FOR TEACHERS

16.7% Substantial
36.0% Moderate
40.4% Very little
6.9% None at all
n=275

FOR ADMINISTRATORS

15.7% Substantial
38.8% Moderate
37.3% Very little
8.2% None at all
n= 268

2. I think that the school board gives the following "moral" support to IST

FOR TEACHERS

42.1% Substantial
43.6% Moderate
12.5% Very little
1.8% None at all
n=273

FOR ADMINISTRATORS

40.7% Substantial
46.3% Moderate
10.7% Very little
2.2% None at all
n= 270

3. I think that IST dealing with new state guidelines could be improved by *(rank from 1 to 6*

3 Better presentations
2 Increased teacher involvement in the presentation
1 Increased teacher involvement in planning the activity
4 Having better instructors
5 Using better instructional aids
6 Other ____________
n=228

(SECTION FIVE: Potpourri - continued)

4. I think that IST dealing with the adoption of textbooks could be improved by *(rank from 1 to 6)*

3 Better presentations
2 Increased teacher involvement in the presentation
1 Increased teacher involvement in planning the activity
4 Having better instructors
5 Using better instructional aids
6 Other ____________
n=212

5. I have ranked the following ideas on how to improve IST from 1 to 8 *(use each number once, with 1 given to the best idea)*

2 Make more time available for IST activities
1 Provide IST that is better related to my job
6 Provide incentive pay
7 Provide incentive in promotion
3 Improve the quality of IST
5 Provide better information on IST activities offered
4 Provide IST that is more practically oriented
8 Provide a more convenient location
n=24

[The above 8 ideas are not a complete list. Later in this questionnaire, you have an opportunity to add some of your own ideas.]

SECTION SIX

This section concerns the most recent IST activity which you have completed.

Description

1. The name of the IST activity was
See Addendum

2. The starting date of the IST was
See Addendum

3. The total number of hours required for the IST activity
See Addendum

4. The total number of weeks required for the IST activity was
11.0% One week
8.9% Two weeks
7.6% Four weeks
8.0% Eleven weeks (quarter)
17.3% Sixteen weeks (semester)
2.5% One Day
3.8 One Year
40.9% Other
n= 237

5. Day(s) of the week held (check any that apply)
27.0% Monday
25.3% Tuesday
32.1% Wednesday
31.6% Thursday
31.2% Friday
3.9% Saturday
2.1% Sunday
n= 237

6. Time of the day the IST was held
15.1% Morning
16.3% Afternoon
19.4% Late afternoon
6.2% Evening
20.5% All day
22.5% Combination
n= 258

7. The general location of the IST activity
13.0% At my school
38.5% Within my district but not at my school
19.8% Within my county but not within my district
21.0% Outside of my county
7.6% Combination
n= 262

(SECTION SIX: Description - continued)

8. The specific location of the IST activity
12.3% At my school
34.1% In a district building
8.0% In a county building
.8% At a junior college
2.7% At a senior college
3.1% At a university
5.7% Other school
7.3% Combination 26.1% Other
n= 261

9. The instructor for the IST activity was an individual from
4.6% A school
9.6% The district office
6.9% The county office
42.3% A university or college
17.3% Combination
19.2% Other
n= 260

Practical Aspects

10. The travel time from my school (or home) to the location of the IST activity was
45.8% 15 minutes or less
25.9% 16 to 30 minutes
9.6% 31 to 45 minutes
18.7% More than 45 minutes
n= 251

11. While attending the IST, I was given time off from work.
58.5% Yes
41.5% No
n= 253

12. Signing up (or registering) for this IST activity
1.2% Took too much of my time
3.9% Was somewhat inconvenient
94.9% Was no problem
n= 255

13. Cost of the IST to me was
72.3% Nothing
9.6% $1 to $25
13.5% $26 to $50
2.3% $51 to $100
2.3% More than $100
n= 260

14. Who else contributed funds for the training?
18.3% I paid the full cost
3.3% The school
43.2% The district
10.4% The county
.8% Business
10.0% Combination
14.1% Other
n= 241

(SECTION SIX: Practical Aspects - continued)

15. The total cost to them (per person) was
25.7% Nothing
16.3% $1 to $25
11.0% $26 to $50
5.3% $51 to $100
7.8% More than $100
33.9% Unknown n= 245

16. Cost of materials (texts and supplies) to me was
83.9% Nothing
8.6% $1 to $5
3.5% $6 to $10
3.9% More than $10 n= 255

17. Total cost of transportation to me was
51.6% Nothing
27.5% $1 to $5
7.8% $6 to $10
13.2% More than $10 n= 258

Participation

18. I participated in the planning of this IST activity
39.9% Yes
60.1% No n= 258

19. *I participated in the following way.*
No consistent response

20. The number of other people attending the IST activity was
1.9% Less than 6
5.0% 6 to 10
21.5% 11 to 20
39.2% 21 to 40
32.3% More than 40 n= 260

21. Did teachers participate in this IST activity?
65.3% Yes
34.7% No n= 259

22. Did elementary or secondary students participate in this IST activity?
19.0% Yes
81.0% No n= 258

(SECTION SIX - continued)

Outcome

23. This training dealt with
45.2% Innovative approaches and techniques
20.7% Material which was new to me
9.6% A review of familiar material
24.5% Combination n= 2

24. The degree of "inspiration" received from this IST was
33.6% High
51.0% Moderate
14.3% Low
1.2% No inspiration received n= 2

25. The amount of practical knowledge (skills, techniques, etc.) gained from the training was
41.2% Substantial
47.7% Moderate
11.2% Very little n= 2

26. The amount of background knowledge gained from the training was
41.2% Substantial
47.7$ Moderate
11.2% Very little n= 2

27. The training met my needs and expectations
26.8% To a high degree
56.8% To a moderage degree
14.4% To a low degree
1.9% Not at all

28. How did your IST activity benefit your teachers?
No consistent response

29. On completion of this training, my status with my contemporarie
5.1% Increased greatly
31.8% Increased slightly
63.1% Stayed the same
n= 2

(SECTION SIX: Outcome - continued)

30. I received credit in the following way(s)

7.2% Salary increment
20.4% College credit
8.8% "Brownie points"
1.2% All three
68.4% No credit was received n=250

31. A critique of this IST (if made) was sent to the

42.2% A critique was not made
3.6% School
20.9% District
3.1% County
8.4% Instructor
1.3% Other teachers, administrators
9.3% Combination
11.1% Other n= 225

SECTION SEVEN

I have rated the IST activity discussed in Section Six on each of the descriptive scales below with a number (1, 2, or 3 - only one number is circled per line).

3 2 1 1 2 3 n= 223

High High

40.5%	Subject Oriented	59.5%	Skills Oriented
40.5%	Inadequate Fiscal Compensation	59.5%	Adequate Fiscal Compensation
69.0%	Voluntary Attendance	31.0%	Mandatory Attendance
51.8%	Lecture Approach	48.2%	Demonstration Approach
87.4%	Content Relevant for Administrators	12.6%	Content Not Relevant for Administrators
77.2%	Practical Orientation	22.8%	Theoretical Orientation
18.6%	Poorly Organized Material	81.4%	Well Organized Material
87.2%	Satisfactory Training Materials	12.8%	Inadequate Training Materials
90.2%	Dynamic Effective Instructor	9.8%	Drab Ineffective Instructor
85.9%	Comtortable Surroundings	14.1%	Uncomfortable Surroundings
20.3%	Administration Indifferent to Training	79.7%	Administration Supported Training
88.3%	Overall Training Evaluation Excellent	11.7%	Overall Training Evaluation Poor

SECTION EIGHT

This is the final section and concerns inservice training in general.

1. **I have ranked the following types of inservice training activities from 1 to 6 for each column. (1 is of the most value to me and 6 is of the least value.)**

During the school year	During the summer	
5	2	Formal college courses
1	1	Professional association workshops, institutes
2	3	District sponsored institutes
3	4	County sponsored institutes
4	5	Scheduled semester visits to other districts
6	n= 158	Other (during school year) ____________
n= 182		
	(65.) 6	Other (during the summer) ____________

2. **The following is a list of reasons that might apply to why I did not participate in IST activities offered in the past, or why I might be reluctant to participate in the future. I have rated them as (1) being a definite deterrent, or as (2) not being a deterrent.**

n= 255

Rank		
4	50.8%	Scheduled for weekends
9	22.7%	Scheduled for after school
7	30.7%	Scheduled for during the summer
11	21.8%	Not supported by my superior
2	63.0%	Content unrelated to primary administrative assignment
3	63.0%	Too far to travel
15	11.8%	Insufficient course credits
14	13.4%	No course credit offered
6	31.1%	No compensatory time offered
13	17.2%	No salary increments
10	22.3%	Attitudinal "climate" in office not conducive to taking IST
1	80.7%	Time demanded by other activities and responsibilities
12	18.9%	Have found that IST is not worthwhile
5	38.7%	Too "pooped" to participate
16	8.4%	No transportation
8	29.2%	Cannot afford

3. **In general, the statement that best describes my attitude toward and experience with inservice training in my district or county is:**

1.6%	Planning and implementation of inservice training are of such poor quality that IST activities should be discontinued
6.7%	A small proportion of IST activities offered have some merit, but the value of the IST in terms of costs, time, and education is open to serious question.
11.0%	The IST program has an equal weighting of good and bad points, but in general contributes to improved education.
38.4%	The positive features of IST activities outweigh the negative features, and the program should be strengthened.
42.4%	As a professional, I feel that IST activities are a requirement that I accepted when I became an administrator.

n=255

(SECTION EIGHT, continued)

4. What was the most creative inservice activity that you have provided for your teachers? Please describe.

Various

5. What was the most totally gratifying inservice activity in your own career? Please describe.

Various

6. How can inservice training dealing with textbook adoption and new state guidelines be improved? Please describe.

Give teachers more of a role in decision-making.

Have district representation at State level.

Make the material available prior to the activity.

7. We have attempted to learn of your attitudes toward experiences with inservice activities. Based upon your involvement in this area, we would be pleased to have any recommendations regarding ways to improve current programs or suggestions for new models for inservice programs that might be employed. Please list below.

Various

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

Information concerning the survey will be provided when available.

ADDENDUM

PAGE 1 - SECTION ONE

Question 3

The county in which I work is n=281

Alpine	.0%	Placer	10.3%
Amador	2.1%	Sacramento	42.7%
Calaveras	2.8%	Sierra	.7%
Colusa	2.8%	Sutter	5.7%
El. Dorado	7.5%	Yolo	10.3%
Mono	3.2%	Yuba	7.5%
Nevada	3.6%	None or blank	.7%

Question 5

My position is n=279

Superintendent	9.3%	Specialist	3.6%
Ass't. Superintendent	6.5%	Counselor	4.7%
Principal	52.3%	Staff Member	5.4%
Vice Principal	11.5%	Other	.4%
Director	6.5%		

Question 6

I am in charge of n=250

School, district, county	58.0%
Management, PPBS, Planning	2.4%
Guidance, counseling, testing	6.8%
Curriculum	10.0%
Inservice, preservice training	1.2%
Student activities	10.8%
Special Education	5.6%
Other	5.2%

PAGE 2 - SECTION THREE

Question 4

I use the following method(s) to determine if IST received by the teacher benefits the students

n=112

Student attitude, behavior changes	2.7%
Student opinion, discussions	6.3%
Parent reactions, attitudes	.9%
Teacher enthusiasm, changes	1.8%
Teacher comments, discussion	10.7%
Test results, pre-post-testing	2.7%
Observation	70.5%
Evaluation	3.6%
Questions	.9%

PAGE 2 - SECTION FOUR

Question 4

The individual who does the planning for teacher and administrator IST is (give title)

n=218

Superintendent	20.2%
Ass't. Superintendent	18.8%
Principal	15.6%
Vice Principal	1.4%
Director	27.1%
Specialist	4.6%
Counselor	.5%
Inservice Director	6.4%
Other	5.5%

PAGE 4 - SECTION SIX

Question 1

The name of the IST activity was

n=258

Management, PPBS, Goals and Objectives	22.9%
Visitation	5.0%
Reading	10.9%
Human Behavior	8.5%
Teaching	10.5%
Subject Matter	8.5%
New Ideas	3.9%
Textbooks, guidelines	4.7%
Other	25.2%

PAGE 4 - SECTION SIX

Question 2

The starting date of the IST was

n=229

Early 1970 (Jan.-Dec.)	19.2%
Fall 1969 (Sept.-Dec.)	54.2%
Summer 1969 (June-Aug.)	5.7%
Spring 1969 (Jan-May)	8.3%
Fall 1968 (Sept.-Dec.)	7.0%
Summer 1968 (June-Aug.)	.9%
Spring 1968 (Jan-May)	1.7%
1967 or Before	3.0%

Question 3

The total number of hours required for the IST activity

n=236

1 or less	.8%	55-79	3.0%
2-9	28.8%	80 or more	5.9%
10-19	23.7%	Don't Know	.8%
20-54	36.9%		

INITIAL IMPLEMENTATION PROPOSAL OUTLINE

It is proposed that the two configurations of the model be implemented during the forthcoming summer and academic year (1970-71). From the data analyzed thus far, it is apparent that two models should be implemented. The first model would contain a summer inservice training activity which would be financed at the district or county level, and perhaps take the form of an intensive week-long workshop in late August (See p.71). Periodic follow-up activities would be conducted during the school year. The alternate model would be solely a school year activity. The two test sites, one for each configuration, would be selected in conjunction with the State Department of Education.

The primary mission of the agency implementing the models would be to act as a catalytic agent to bring together educational personnel who are involved in inservice training within the test site areas and to draw upon the wisdom and knowledge gained from the current and former inservice efforts. A possible approach for implementing the models may be as follows:

During the summer:

- Establish an Inservice Training Planning Council at each of the test sites.
- Establish a communication network between the Council, teachers, school, district, county and state administrators, colleges, universities, VITA, and others involved in inservice training within the test site area.
- Encourage utilization of the communication network for (1) coordination (participant-participant, agency-agency), (2) resource information (agency-participant), and (3) feedback (participant-agency).
- Establish an evaluation program for each of the models.
- Design the summer workshop which would be conducted at one of the sites.

The summer workshop would:

- Include teachers, administrators, students, and other interested personnel (perhaps parents, community leaders, school board members, etc.).
- Serve as a platform for periodic institutes to be conducted through the school year.
- Be operated and managed by the contract recipient. Financed at the county or district level.

During the school year:

- Implement the second model and continue implementation of the first model.
- Monitor and improve the communication network established during the summer.
- Conduct on-going evaluation of the progress of each of the models.
- Modify the models as necessary with the use of continuing feedback.
- Conduct follow-up institutes for the summer workshop.

At the end of the school year:

- Identify the optimum model.
- Disseminate results as widely as possible through the State Department of Education.
- Redefine the contract agency's participation in the models for future years to focus on continuing evaluation services.

The content or subject area to be utilized in each effort could be decided in conjunction with the State Department of Education. The contract agency would stand ready to interface its program with others currently planned for next year by the Department. It is estimated that the total effort will run for fourteen months (July, 1971 - September, 1972), and would cost approximately $55,000.

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